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ABSTRACT

All New Jersey students in grades 3, 6, 9, and 11 are tested annually in basic reading and computation skills using the New Jersey Minimum Basic Skills (MBS) Tests. The MBS testing program was initiated in 1976. The former Educational Assessment Program tests were used during the transition, and test development activities were begun in 1977. Objectives were developed through committees and a statewide survey; test items were developed by Educational Testing Service, and reviewed by the test development committees. Each of the tests was field tested in the early fall of 1977. The test development process is repeated each year. Cut-off scores were established to signify that a particular student is minimally proficient in mathematics and reading, taking into consideration the content of the test and the difficulty of the items. A variety of manuals are distributed, providing guidelines for administration and interpretation of the tests. This report also discusses the reporting formats available, students exempted from the testing program, interpretation of test results, and release of results to the public. (BW)

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NEW JERSEY STATE DEPARTMENT OF EDUCATION

DIVISION OF OPERATIONS, RESEARCH, AND EVALUATION

THE NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM: From A to Z

BY:

CARL I. JOHNSON

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THE NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM:
FROM A TO Z

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September 1980

Dear Colleague:

The purpose of this document is to consolidate information on the various aspects of the New Jersey Minimum Basic Skills Testing Program in order to produce a better understanding of its nature and purpose. It is important that everyone involved in the educational process be familiar with this program, especially in light of its increased role in our educational system.

This document should be circulated among administrators, teachers and citizens who are interested in learning more about the program and its role in the educational decision making process.

I invite you to contact this office if you have any questions or concerns. Our address is Office of State Educational Assessment, New Jersey State Department of Education, 225 West State Street, Trenton, New Jersey, 08625.

Sincerely,

Stephen L. Koffler
Director
State Educational Assessment

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THE NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM: FROM A TO Z

Every school district in New Jersey has at least one common element in its local testing program: the New Jersey Minimum Basic Skills Tests. All students in grades three, six, nine and eleven are tested annually in basic reading and computation skills using these statewide assessment instruments. Understanding the development, purposes, uses and limitations of the statewide tests can help local testing program directors establish a comprehensive testing program which takes advantage of this common component.

HISTORY - EDUCATIONAL ASSESSMENT PROGRAM

Statewide testing in New Jersey began in 1972, with the first administration of the Educational Assessment Program tests. This program was an outgrowth of the "Our Schools" project which established a series of outcome and process goals for New Jersey schools. The purpose of the Educational Assessment Program (EAP) was to measure student achievement in reading and mathematics based upon objectives taught in most New Jersey public schools. Grades four, seven and ten were tested annually; grade twelve was tested every three years.

Results were returned to the districts in the form of class, building and district summary reports for both reading and mathematics. These reports identified the percent of

students correctly responding to each item, by class, building and district. School personnel were responsible for interpreting the results based upon their expectations and how their students performed when compared with districts having similar socioeconomic and geographic configurations. The primary purpose of the Educational Assessment Program was to assist districts in identifying programmatic needs and providing direction for basic skills program improvement.

MINIMUM BASIC SKILLS TESTING PROGRAM (MBS)

The Minimum Basic Skills, or MBS, testing program was initiated in September 1976, when Governor Brendan T. Byrne signed into law Chapter 97 of the Laws of 1976, establishing uniform statewide minimum standards of proficiency in basic communication and computation skills. This was an amendment to Chapter 212 of the Laws of 1975, the "Thorough and Efficient Act."

With the enactment of Chapter 97, a new direction in statewide testing was taken. Whereas the Educational Assessment Program primarily identified areas of need for program improvement, the Minimum Basic Skills program had the additional charge of identifying student proficiency in minimum basic skills in reading and mathematics. It further established that students whose performance was confirmed as not meeting the statewide minimum standards had to be provided a program of remediation to address the identified deficiencies.

DEVELOPMENT OF THE MINIMUM BASIC SKILLS PROGRAM 1976-1978

The signing into law of the minimum standards requirements in September 1976 (Chapter 97, Laws of 1976) required a redefinition of the Educational Assessment Program. As the Educational Assessment Program (EAP) tests for the 1976-77 school year had already been developed, printed and scheduled for October administration to grades four, seven and ten, these tests were used as interim measures of minimum basic skills proficiency for the first year of the program. An external task force recommended this interim use according to the following concepts:

1. that the Educational Assessment Program tests be used in 1976-77;
2. that minimum levels of proficiency on those tests be determined;
3. that student performance on the Educational Assessment Program be validated by other measures of pupil proficiency in the basic skills;
4. that students scoring below the designated state standard, whose test performance was verified by the district, receive remedial instruction in the area of their deficiencies;
5. that a new Minimum Basic Skills test be developed for future use.

As a result, the 1976-77 Educational Assessment Program tests were administered as scheduled, and minimum standards for this test were established. These standards were set at 65 percent mastery for the reading and mathematics tests. Pupils whose performance fell below these mastery levels had their performance confirmed using other assessment data

available in the schools. Once a deficiency was confirmed, they were to be given remediation beginning in September 1977.

In addition, for that year only, students, whose performance was among the lowest 20 percent for the state, were identified on the reports returned to the school districts; and, if they were also below the minimum standard, their remediation had to begin by March 1, 1977. This date for remediation had to be confirmed by a letter of assurance from each chief school administrator to the county superintendent.

The interim program met the first four provisions of the minimum standards law. Activities to meet the fifth provision, developing a new Minimum Basic Skills test, began in January 1977.

DEVELOPMENT OF THE MINIMUM BASIC SKILLS TEST

Committee Organization

With the passage of the legislation establishing minimum basic skills testing, an advisory committee was formed and charged with overseeing implementation of the provisions set forth in the act.

The following committees were established and, with the exception of the Minimum Basic Skills Advisory Committee (MBSAC), are still a part of the annual test development process.

MINIMUM BASIC SKILLS ADVISORY COMMITTEE (MBSAC)

Membership consisted of the chairpersons of the other

committees, representatives from the State Board of Education, the Department of Higher Education, institutions of elementary, secondary and higher education and one high school student. This committee was responsible for developing a plan to meet the requirements of the law and overseeing the program during the first year. The committee made its final report on January 12, 1978.

TEST DEVELOPMENT
COMMITTEES (TDC)

Four different committees, (elementary reading, secondary reading, elementary mathematics, secondary mathematics) developed the original lists of specifications (or skills) which would be considered the minimum essential skills that students should master in each of the tested grades. These lists of skills then were distributed throughout the state as surveys (to be discussed later) soliciting identification of the precise skills which would serve as the specifications for the new Minimum Basic Skills tests.

These committees are active participants and are primarily responsible for the test development process each year.

The membership is composed of reading and mathematics specialists from throughout the state as well as representatives from higher education, boards of education and other appropriate constituents.

MINORITY GROUPS
ADVISORY COMMITTEE (MGAC)

This committee is charged with the task of eliminating, or minimizing, cultural, linguistic and sexual bias from the test specifications and test items.

TECHNICAL
ADVISORY COMMITTEE (TAC)

The Technical Advisory Committee, composed of nationally known experts in the field of testing, measurement, statistics,

reading and mathematics, is charged with assuring that the Minimum Basic Skills tests meet all technical standards.

This group convenes annually to review all aspects of the program in accordance with technical standards, to review the field test data and to establish procedures for the other committees to use in the test development process.

The responsibility of each of the committees will be further discussed in the section on test development.

In addition to the above committees, the Office of State Educational Assessment meets regularly with the following three groups to keep them informed of developments in the testing program, and to solicit their advice and input.

1. URBAN TEST COORDINATORS' ADVISORY COMMITTEE (UTCAC)

   This committee is composed of the testing coordinator from each of the 32 urban districts throughout the state. This group also shares problems and concerns which are common to the urban districts.

2. DISTRICT TEST COORDINATORS' ADVISORY COMMITTEE (DTCAC)

   This committee is composed of district test coordinators and constituted to provide representation from each socioeconomic type of community and each county.

3. COUNTY TEST COORDINATORS' COMMITTEE (CTC)

   County Test Coordinators are department employees (school program coordinators), designated by county superintendents to serve as liaisons between the Office of State Educational Assessment and the school districts within their county. County test coordinators also supply technical assistance in test administration and interpretation to the districts.

In addition, the Commissioner of Education, twice each year, reports the results of the annual testing to the State Board of Education. The first report is made in July and includes data on the number of students tested and meeting the minimum standard for the entire state and for each district in the state, by grade tested and subject. In November, the state report of item performance is presented to the State Board.

TEST DEVELOPMENT

In January 1977, work was begun on the development of a testing program specifically designed to measure pupil proficiency of minimum skills in reading and mathematics.

The Minimum Basic Skills Advisory Committee recommended that testing occur in the spring for students in grades three, six, nine and eleven and committees were formed to identify the skills to be measured.

The four test development committees (page five) listed objectives to be considered as the minimum essential skills. These lists of objectives were put into survey form and distributed to elementary teachers in grades three and six, all high school teachers, administrators and curriculum coordinators, board of education members and a sample of high school seniors. In addition, a sample of the general public was surveyed. The surveys were designed to include the universe of objectives formulated by the test development committees.

They asked participants to identify those skills which should be mastered, at a minimum, by May 1, of grades three, six, nine and eleven.

In total, 33,802 surveys were returned and analyzed. The data were used by the test development committees to determine the final lists of objectives which would serve as the basis for the tests (Appendix E).

Educational Testing Service in Princeton was contracted with to write the test items. When this was completed, the test development committees reconvened. Their task at this time was to examine each test item in their respective subject areas and determine whether or not the item measured the objective for which it was intended and if it was constructed properly.

During this extensive review process, which still occurs annually, the committees had the freedom to modify or reject any item with which they were not satisfied. They are responsible for ensuring the validity of the test.

The next step in the test development process required another review of all items, this time by the Minority Groups Advisory Committee (see page five) to determine if any test items were biased against any group. This committee also could modify or reject any items they considered culturally, linguistically or sexually biased.

When the items had satisfactorily passed these two phases of the development process, they were ready to be field tested.

MINIMUM BASIC SKILLS FIELD TEST

Following the item review by the committees, each of the tests was field tested in the early fall of 1977, in preparation for the actual testing of all pupils in the spring of 1978.

The field tests were administered using a stratified sampling procedure which reflected socioeconomic and geographic distributions. The field test sample was thus representative of the state.

Districts, schools and classes for the field test were identified with assistance from the county test coordinators. The number of students to be tested in grades four, seven, ten and twelve was set at a minimum of 400 students per grade per test (reading and mathematics). In each case, more students were actually tested. Fall field testing in grades four, seven, ten and twelve, was used as student performance at those levels would be closest to end of year performance of students in grades three, six, nine and eleven.

In order to maintain strict test security, the field test was administered by Department of Education personnel, using stringent accounting procedures. School district participation in the field test was completely voluntary and no test results were reported.

After the two-week field test period, the answer sheets were scored, and the results tabulated. Using criteria established by the Technical Advisory Committee (see page six),

the Test Development and Minority Committees once again examined each item. The items were examined in conjunction with the field test statistics, and as with their previous examination, the committees had the option to modify or reject any items which they considered to be inappropriate.

Following this second review, the test items were in their final form. Production of the tests and accompanying manuals was then initiated. Throughout this stage of the process, all materials were reviewed by the contractor and Office of State Educational Assessment staff.

With the exception of the specification survey, the test development process, as described, is repeated each year. New items are written to existing specifications. This allows school personnel to use old forms of the test for appropriate instructional purposes, while insuring that each year's tests are secure instruments. The specification survey is redone periodically to ensure that the objectives upon which the tests are built are as current and valid as possible.

MINIMUM BASIC SKILLS CUT-OFF SCORES

One critical difference between the pre-1976 Educational Assessment Program tests and the Minimum Basic Skills tests was the designation of a cut-off score, that score which would be designated as the statewide minimum standard.

In January, 1978, the New Jersey State Board of

Education resolved that the "cut-off" scores for the 1977-78 Minimum Basic Skills (MBS) tests would be set at 65 percent correct in mathematics and 75 percent in reading. These standards were recommended by the Minimum Basic Skills Advisory Committee and were based upon the results of the Test Development Committee's utilization of the Nedelsky standard setting procedure and the Technical Advisory Committee's analysis of the field test results.

Following the adoption of the statewide minimum standards by the State Board, the standards were reviewed and approved by the Legislature's Joint Committee on Public Schools.

The "cut-off" scores of 65 and 75 percent were not arbitrarily selected. The "cut-off" scores for a particular test took into consideration both the content of the test and the difficulty of the items on that test. These scores represent a level of achievement on the 1977-78 Minimum Basic Skills test that signify that a particular student is minimally proficient in mathematics and reading.

With the establishment of the statewide minimum standards, the Minimum Basic Skills Tests were then administered for the first time on April 12 and 13, 1978.

For the second year of testing, and each subsequent year, the percent correct score was replaced by a Minimum Basic Skills Score (Appendix B). This was necessary since each year a completely new set of items was developed for each test and it would be impossible to assure that each of the tests was of the exact same degree of difficulty. Minimum Basic Skills

scores of 65 and 75 on the mathematics and reading tests, respectively, were designated as the minimum standards. These scores represented the same level of achievement as the 65 and 75 percent correct scores on the 1977-78 Minimum Basic Skills test. The Minimum Basic Skills score scale represents a constant level of performance from year to year and thus allows for comparisons and trend analysis.

MANUALS, GUIDELINES AND REPORTS

Each year, as part of the test development process, a series of manuals and guidelines booklets are produced to accompany the tests.

The manuals distributed are as follows:

DISTRICT TEST COORDINATOR'S MANUAL

Each district was asked to identify a person to serve as district test coordinator. This person is the link between the Office of State Educational Assessment and the pupils to be tested in each district. The district test coordinator receives training in the testing procedures from the Office of State Educational Assessment and is responsible for overseeing the State Testing Program in his/her district. To assist this person, a manual is provided which includes all the information necessary for the program to operate efficiently. The manual includes instructions on test distribution, collection and shipping procedures, assignment of codes, methods for in-servicing staff who will be examiners, determination of who should or should not be tested and instructions on pre-testing preparations.

SCHOOL COORDINATOR'S MANUAL

In districts with more than one school, a coordinator was selected for each school. Unless the responsibility is assumed by the district test coordinator, this person would provide the necessary training for the examiners in that particular school. The school coordinator's manual includes much of the information found in the district coordinator's manual, but focuses on the contact with the staff selected to administer the tests.

In districts with more than one school it is important that each school have a coordinator so that communication and information can flow smoothly.

EXAMINER'S MANUAL

The examiner's manuals are to be read by the staff selected to administer the tests, and by the district and school coordinators as well. A specific examiner's manual has been developed for each grade tested. This is necessary because the third and sixth grade reading tests both require some oral directions. In addition, the various sections of the tests begin on different pages, depending on the grade. Again, complete familiarity with the manuals by the test administrators is essential in order to keep problems during the testing to a minimum.

SCHOOL DISTRICT GUIDELINES: HOW TO INTERPRET AND USE THE MINIMUM BASIC SKILLS ROSTER AND INDIVIDUAL STUDENT REPORT

This booklet is distributed to schools along with the return of the Minimum Basic Skills Student Roster and the Individual Student Reports in the spring. Included in this booklet are instructions for reading the reports and identifying students who may be in need of remediation. Also included are a series of suggestions on methods for analyzing the data and developing individualized programs, for initiating program

analysis, suggestions on the public release of the results and the complete text of the New Jersey Administrative Code governing the Minimum Basic Skills Program.

SCHOOL DISTRICT GUIDELINES:
HOW TO INTERPRET AND USE THE CLASS,
SCHOOL AND DISTRICT SUMMARY REPORTS

This booklet is distributed to schools along with the return of the summary reports in September. Included in this guide are directions on how to read the reports and the interpretation requirements which must be met in order to gain the approval of the county superintendent. In addition, there are suggestions on how the data may be used to identify strengths and weaknesses within the basic skills program.

REPORTING FORMATS FOR THE MINIMUM BASIC SKILLS RESULTS

The results of the New Jersey Minimum Basic Skills tests are reported to all school districts in three distinct formats: Individual Student Reports, Minimum Basic Skills Rosters, and district, building and class summary reports (Appendix C). In addition, a variety of special reports are available upon request.

1. INDIVIDUAL STUDENT REPORT (ISR)

Two (three in grades nine and eleven) copies are returned for each student tested. Included in the report are:

- student's response for each item on test;
- the skills measured by each test item;
- total Minimum Basic Skills Score in both reading and mathematics;
- percent correct on each test;
- instructions to parents on how to read report.

2. MINIMUM BASIC SKILLS ROSTER

Two rosters are returned to each school, one for reading and one for mathematics. Included on this report are:

- names of all students tested in descending order of performance;
- each student's Minimum Basic Skills Total Score, to one decimal place;
- score indices which represent a range of performance for each skill cluster on the test;
- total number of students tested excluding voided answer sheets and students coded Special Education (SE) and Limited English Speaking (LE);
- total number of students tested who met statewide standard;
- number of answer sheets voided;
- number of students coded SE;
- number of students coded LE.

3. SUMMARY REPORTS

Three different types of summary reports are returned:

- District Report

  Lists percent of students correctly answering each item by subject and grade level across the entire district. Also lists performance on each item for all students tested in the state, the district's county, comparable types of communities, and in districts with comparable socioeconomic indicators (District Factor Grouping or DFG).

- Building Report

  Same information as on district report with addition of percent of students correctly answering each item from just that building.

- Class Report

  Same information as building report with addition of percent of students correctly answering each item from each class in each building.

  NOTE: The designation of a class could vary from building to building, and does not necessarily mean each individual classroom.

4. SPECIAL REPORTS

The following reports are prepared and distributed by the Office of State Educational Assessment and must be requested prior to the actual testing dates. Included in this category are the following:

- Item Analysis

  Reported by class, building and district for all students tested for both tests. Lists percent of students selecting each response for all items on test, with correct response marked with asterisk.

- State Compensatory Education (SCE)

  Students to be included in this report must have their answer sheets specially coded in addition to the district requesting the report. Reports will be an item analysis as described above, but will include only those students so coded.

- Title I

  The same type of report as generated for State Compensatory Education, but would include only those students coded Title I reading and/or mathematics. A request and completed coding are both required.

- District Designed Reports

  Students may be grouped in whatever fashion the district desires. Codes from zero to nine would be assigned and the appropriate circle in the column "Special Code" on the answer sheet must be filled in. In addition, a request must be made for this report. Information on each group would be reported in item analysis fashion as described earlier.

More information regarding the data on each report, and interpreting and using it, can be found in the guidelines booklet distributed to each district with the return of the testing results.

WHO SHOULD BE TESTED

As stated in the Administrative Code, N.J.A.C.

6:39-1.1 et seq., (Appendix A), only students classified as limited English-speaking (LE) ability and students classified as handicapped, whose Individualized Education Program (IEP) specifically states that the Minimum Basic Skills tests are inappropriate, can be excluded from the testing. The rest of the school population in grades three, six, nine and eleven must be tested.

The two exemptions need some further discussion. A student who was identified as being of limited English-speaking ability may be tested if his/her teacher, in conjunction with the bilingual coordinator or building principal, determines that his language mastery has progressed to the point where he/she would not be frustrated by the test. In this case the student would be tested and his/her answer sheet would have the coding bubble "LE" filled in, thereby providing an individual report on the student's performance while assuring that his/her score would not be aggregated with scores of the rest of the students.

Students classified as handicapped must be tested unless the test is judged inappropriate for them by the district Child Study Team. To assist in making this judgement, the Office of State Educational Assessment has prepared and distributed a set of guidelines describing modifications to the testing procedures which make it possible to test many of the students presently classified as handicapped. In addition, brailled tests are available upon request. Students so tested should have the coding circle "SE" filled in so that

their scores will not be aggregated with the rest of the students. In the future there are plans to provide modified forms of the Minimum Basic Skills tests.

School districts must test every eligible student, including those handicapped students who would not be adversely affected by the testing situation.

Although the Minimum Basic Skills tests are administered in only four grades, it should be remembered that all students, regardless of grade level, are to be assessed annually to determine their proficiency in the basic skills. Students showing deficiencies must be provided with programs of remediation as stated in N.J.A.C. 6:8-3.8 (a) and (b).

6:8-3.8

Pupil minimum proficiency levels and preventive and remedial programs in communication and computational skills.

(a) Each pupil shall be assessed, upon entrance into the educational system and annually thereafter, to identify pupils not meeting minimum proficiency levels. Such assessment shall be part of the total assessment procedure set forth in Section 4 of this Subchapter. In instances of student transfers, assessment records shall be forwarded from the previous school or district to the school or district in which the student is newly enrolled.

(b) Preventive and remedial programs, supplemental to the regular school program, shall be established.

APPROPRIATE AND INAPPROPRIATE INTERPRETATIONS OF THE MINIMUM BASIC SKILLS TEST RESULTS

The Minimum Basic Skills test results are reported in three different forms: individual performance (Minimum Basic Skills Score), percent mastery (percent of pupils meeting

the minimum standard) and item performance summaries (percent of students correctly answering each item for various populations).

All of the information can be useful, but certain cautions must be taken in using the results.

The most important results obtained from the Minimum Basic Skills tests are those showing each student's performance on the reading and mathematics tests. By examining the "Individual Student Report," one can observe the total score for each test, the items answered incorrectly, and the skills which the items measured. The purpose of the testing is to determine pupil proficiency in the minimum essential skills of reading and mathematics, therefore, a detailed analysis of each pupil's performance is of primary importance.

The percent mastery information is provided by the state for each district having pupils tested. This includes the number of pupils tested in each district by grade and subject (reading and mathematics), and the percentages of these pupils who met or exceeded the minimum standard (a score of 75 in reading and 65 in mathematics). This information is usually released at the July meeting of the State Board of Education. Although this information was not designed for comparing schools and districts, comparisons are frequently made by district personnel and the press. Because of this, the following problems which could occur should be examined.

PERCENT OF STUDENTS MEETING THE STATE MINIMUM STANDARDS

1. Percents reported do not represent the level of mastery of basic skills, merely the percent of the students tested who scored at least 65 and 75 on the mathematics and reading tests, respectively. As a result, initial comparisons could lead to erroneous conclusions.

   EXAMPLE:

   District A had 100 percent of its sixth grade students score at least 65 on the mathematics test. District B had 80 percent meet the standard. At first glance it would appear that District A performed better on the test than District B. However, when the individual student scores were examined it was seen that in District B, while only 80 percent of the students met the standard, most of them had a test score between 90 and 100. While in District A, even though all of the students scored above the standard, most of the students scored only two to four points above the minimum. Therefore, District B students demonstrated a greater mastery of the minimum skill in mathematics.

2. The number of students tested can also have an impact on the percent of students meeting the minimum standards.

   EXAMPLE:

   District C is large and tests 2,000 students at the sixth grade level. District D, a small rural district, tests only 25 students at the sixth grade level. As a result, for each additional student in District D who meets the standard, the district's percent will increase by four percent. In District C, each student accounts for only .05 percent. As can be seen, each student has a much greater impact in District D than in District C.

THE MINIMUM BASIC SKILLS TESTS AND COMMERCIAL NORM-REFERENCED ACHIEVEMENT TESTS

Commercial norm-referenced achievement tests are typically designed to compare students' achievement levels in specified areas with those of other students. These tests usually discriminate between students of varying ranges of ability.

The performance-referenced Minimum Basic Skills tests differ from commercial norm-referenced achievement tests in

that they are designed to compare students to predetermined standards rather than to other students.

The Minimum Basic Skills tests also differ from commercial norm-referenced achievement tests in that performance on the Minimum Basic Skills tests may be used to generalize only to the domain of minimum basic skills in the content areas assessed. By contrast, performance on a commercial norm-referenced achievement test may be used to generalize to a domain of higher order skills in the content area tested.

COMPARISONS WITH TESTS WHICH ARE NOT EQUATED WITH THE MINIMUM BASIC SKILLS TESTS

The Minimum Basic Skills test results should not be compared with the results of other tests which have not been statistically equated with the Minimum Basic Skills tests, or do not measure the same objectives. Such invalid comparisons are most frequently made between the results of the Minimum Basic Skills test and the commercial tests referred to above.

COMPARING MINIMUM BASIC SKILLS TEST PERFORMANCE ACROSS GRADES

Yet another incorrect interpretation of the Minimum Basic Skills test results is to compare, at state, district and building levels, the percentage of students scoring at or above standard in the different grades. The specifications vary for the different tests and the items are not of equal difficulty. Furthermore, there is a distinct difference between the focus of the tests designed for elementary and secondary students. The elementary tests (grades three and six) were designed to test those basic skills which are necessary for future academic success; the secondary tests assess student mastery of the concepts needed to function as a mature, young adult in roles such as that of student, employee, consumer and public citizen.

HOW THE MINIMUM BASIC SKILLS TEST CAN BE USED TO MAKE COMPARISONS

When interpreting the Minimum Basic Skills test results, the

Office of State Educational Assessment recognizes that comparisons are inevitable. Those inclined to make comparisons should consider the Minimum Basic Skills tests were not designed for comparisons between students, schools, districts and/or other reference groups. However, while the tests were not designed for comparative purposes, District Factor Group and Community Type results are reported since they allow for the most valid type of comparisons--those in which districts are similar in terms of the background variables of their students. When considering District Factor Group and Community Type results, keep in mind that comparisons should only be made when districts are comparable in terms of other variables such as curriculum, physical facilities, staffing and per pupil expenditures (in addition to being similar in terms of their students' background variables).

Consequently, while the District Factor Group and Community Type results allow for the most valid type of comparisons, even they must be closely scrutinized before any comparative statements can be made.

The Minimum Basic Skills tests were designed to identify deficiencies in minimum reading and mathematics skills. It is not possible to generalize pupil performance on the Minimum Basic Skills to pupil performance in other areas because of the nature of the test specifications.

The Minimum Basic Skills tests can also be used to identify those skills which need improvement at the state, district, building and classroom levels. Score reports and interpretation requirements have been developed to assist in the identification of those skills where pupils and/or programs are deficient so that appropriate instructional strategies can be implemented.

When such use is made of the results of the Minimum Basic Skills tests, the tests can be characterized as providing information which is extremely valuable to educational decision makers. However, whenever any data are generated, there is always the possibility of misinterpretation. The results of the Minimum Basic Skills tests are no exception. The preceding information, provided for reviewers of test results, demonstrates appropriate ways of using test results and drawing inferences from them.

RELEASE OF MINIMUM BASIC SKILLS RESULTS TO THE PUBLIC

Results and reports of the Minimum Basic Skills tests, with the exception of the Minimum Basic Skills Rosters and the Individual Student Reports which include pupils' names, must be made available to the public. The Individual Report must be made available to the pupils and parent or guardian and a summary of the data on the rosters must be available for public information.

Test results are returned to districts in two cycles: the first, beginning three weeks after receipt of the answer sheets for scoring when the Individual Student Reports and the Minimum Basic Skills Rosters are distributed; the second, beginning in September, when the class, building and district summary reports are returned.

Districts are encouraged to examine the Minimum Basic

Skills Rosters and confirm the performance of each pupil by referring to other assessment data on file, summarize the data and then release it to the public. At the July meeting of the State Board of Education, the Commissioner of Education will release the percent of pupils meeting the minimum standard, by grade and test for each district. With this in mind, districts are encouraged to analyze their data, including the number of students tested, the percent meeting the standard by school and/or district and the score distribution, and present this before July 1.

To assist districts in reporting to the public and the press, timelines, procedures and questions have been developed and can be found in Appendix D.

SOME FREQUENTLY ASKED QUESTIONS

1. Is the Minimum Basic Skills test a valid and reliable test?

A test is valid if it measures what it proposes to measure. The Minimum Basic Skills test is based upon a list of objectives which were identified by more than 33,000 educators, board of education members, students and the general public. As described in the section on test development, the reading and mathematics committees review the new test items each year to make sure they measure the skills for which they were developed. This process insures the validity of the test.

The reliability of the test can be shown statistically, and the Minimum Basic Skills test is reliable. Using the Kuder-Richardson Formula 20 Reliability Coefficient, the values

for the 1978-79 reading and mathematics tests were, respectively, .95 and .96 - Grade Three, .93 and .95 - Grade Six, .96 and .95 - Grade Nine, .95 and .95 - Grade Eleven.

2. Is the District Factor Group (DFG) appropriate in 1979 since it was developed based on the 1970 census? Will it be re-developed using the 1980 census?

The District Factor Group is a relative measure, not an absolute one. Based on the 1970 census the districts were ranked according to their socioeconomic status (SES). Although there has been considerable change in socioeconomic status since 1970, the relative ranking of districts probably remains about the same. Therefore, the District Factor Group is still appropriate, except for minor discrepancies. If extenuating circumstances exist, districts can request a change in District Factor Group if they send documentation.

The District Factor Group will be updated when the 1980 census results are available.

3. The Minimum Basic Skills test is an end of the year test, yet it is administered at the end of March when two and a half months of school remain. Does this affect its validity?

The Minimum Basic Skills test is not an end of the year test. The surveys used to identify the skills to measure stated that respondents should determine those skills which should be mastered by nearly all students by the beginning of May. The test is administered during the last week of March, which leaves approximately four weeks between the test dates and the beginning of May. However, when one considers that for one of those weeks most schools are closed for spring vacation, there are only about 14 or 15 instructional days difference. Furthermore, since the test is a minimum skills test and the skills tested were to have been mastered over a three year period, not just during the year of testing, this further minimizes the 14 or 15 day difference.

The tests are administered the last week of March to allow for a two week make-up period, and still be able to return results to districts prior to the end of the school year to permit identification of pupils in need of remediation. Thus remediation can begin in September.

The 14 to 15 day discrepancy is not sufficiently large to affect the validity of the Minimum Basic Skills test.

4. Educational Testing Service (ETS) was the test contractor for 1978 and 1979. National Evaluation Systems (NES) is the contractor for 1980. Does the change in contractors mean the tests will be different and can not be compared to the previous versions?

No. Each year the test contractor is instructed to use the same skill specifications and develop items that are comparable to the preceding year's items. Further, the committee's reviews and field testing, as described in the section on test development, provide quality control to assure that the tests are comparable. Finally, each year the tests are equated so that scores from one year are comparable to all other years.

5. How can the Minimum Basic Skills tests be used to analyze improvement if different students are being tested each year? In order to show improvement, is it not true that the same students must be retested?

It is appropriate to use the Minimum Basic Skills tests even though different students are being tested each year. We are interested in obtaining an "annual picture" of the achievement level of the school or district and in analyzing changes in that "annual picture." The best method to obtain that "annual picture" would be to have a uniform statewide test result for every student in every school/district. This is presently not feasible. Therefore, each year a sample of the students is tested (i.e., all students in grades three, six, nine and eleven). The legitimate assumption is then made that the tested students are representative of the entire student

body (e.g., if 80 percent of the students met the Minimum Basic Skills standard, we infer that if all students in all grades had been tested, then 80 percent of all students would have met the standard). This is done each year and these representative samples of the achievement level of the school/district are obtained. We then analyze those results to see if the achievement level of the school/district has improved.

6. In 1972, it was promised that the statewide tests would never be used to compare districts or for any of the purposes for which it will now be used. How can you reconcile that?

The State Testing Program which began in 1972 and concluded in 1976 was the Educational Assessment Program (EAP). This promise concerned that program. In 1975 the T&E law was enacted, and in 1976 the Minimum Basic Skills amendment was added. As a result, a completely new program was mandated--the Minimum Basic Skills program. The Minimum Basic Skills program should not be confused with the Educational Assessment Program. The laws of this state require that the Minimum Basic Skills tests be used in the present manner. Furthermore, the Right-To-Know laws mandate that all of the results of the Minimum Basic Skills tests (with the exception of those identifying an individual) be made public. Remember, however, the primary purpose of the Minimum Basic Skills is to provide data to assist in the decision making process in relation to individual and group basic skills strengths and weaknesses. These other purposes, although important, are secondary. If we succeed in the primary purpose, the secondary purposes may be unnecessary.

7. Is the present ninth grade Minimum Basic Skills test the test to be used for graduation requirements?

The graduation requirements law and Administrative Code specify that beginning in the 1981-82 school year, all ninth grade pupils must be tested for proficiency in reading, writing and computation. To develop these tests, a survey will be conducted to identify the skills that ninth graders should have

mastered by spring of that year. This survey will address the reading and computation portions of the proposed test as the writing skills survey was completed this year. Surveys will also be conducted to update the minimum essential skills for the third and sixth grade tests.

8. Because of the importance being placed on the Minimum Basic Skills results, will schools begin to "teach the test?"

The Minimum Basic Skills tests are skill oriented tests. The test is designed to assess pupil mastery of the skills which the citizens of New Jersey identified as the minimum essential skills. To "teach to the test" it is necessary to teach the skills, and if the result is demonstrated mastery of the skills, then you have achieved your objective. A test assessing content knowledge, such as history or science, may be taught to, but the Minimum Basic Skills tests measure skills, and performance is dependent upon the pupil having mastered the skills. The lists of skills being measured have always been available, and schools have been encouraged to include these skills in their basic skills program.

9. What place does the Minimum Basic Skills Program have in a district assessment plan?

As stated previously, the Minimum Basic Skills tests are administered in the spring of each year to all eligible students in grades three, six, nine and eleven. The New Jersey Administrative Code [N.J.A.C. 6:8-3.8 (a)] specifies that all students must be assessed annually. Since the Minimum Basic Skills program only tests four grades, each district must have additional assessment procedures for the other grades. It is also recommended that other assessment instruments be used in the grades tested by the Minimum Basic Skills tests.

The Minimum Basic Skills tests are not achievement tests in the same mode as many commercial tests. Instead, they measure proficiency in <u>minimum</u> basic skills, not achievement in the broader, more comprehensive reading and mathematics

curriculum. The Minimum Basic Skills tests serve as an initial indicator of student deficiencies in those skills. It is with this in mind that it is strongly recommended that other assessment techniques, such as classroom performance, other tests and teacher observations be used to confirm student performance on the Minimum Basic Skills tests. The Minimum Basic Skills tests should not be used as the sole indicator of student proficiency in the basic skills, but instead, should be an integral part of a comprehensive assessment plan.

In addition, reporting requirements for ESEA Title I and State Compensatory Education are dependent upon an evaluation model which is tied to norm-referenced tests. This obviates the use of the Minimum Basic Skills tests as the sole assessment instrument for those programs. The Minimum Basic Skills tests are more appropriate as a screening device.

A P P E N D I C E S

APPENDIX A

NEW JERSEY ADMINISTRATIVE CODE

TITLE 6

EDUCATION

SUBTITLE G. RESEARCH, PLANNING AND EVALUATION
CHAPTER 39. EVALUATION
SUBCHAPTER 1. STATEWIDE ASSESSMENT
AUTHORITY: N.J.S.A. 18A:4-15, 18A:4-24, 18A:7A-1 et seq.

6:39-1.1 Authority of the commissioner

(a) The Commissioner of Education, with the approval of the State Board of Education, shall conduct an assessment of pupil achievement in the public school system of the State and of any grades therein by such means, tests and examinations as to him/her seem proper, and he/she shall report to the State Board the results of such inquiries and such other information with regard thereto as the State Board may require or as he/she shall deem proper.

(b) All such means, tests, if determined to be appropriate by the commissioner, and examinations to be administered pursuant to this rule shall be conducted by and in all operating school districts in New Jersey.

(c) Said school districts shall conduct such means, tests and examinations in the manner and at the times prescribed by the commissioner.

6:39-1.2 Minimum levels of pupil proficiency

(a) The State Board of Education, after consultation with the commissioner shall establish uniform statewide minimum levels of pupil proficiency in basic communication and computational skills on the statewide assessment instruments pursuant to N.J.S.A. 18A:7A-6.

(b) In the event that certain grades are not administered the statewide assessment instruments, the Department of Education shall establish, for those grades, equivalent standards of pupil proficiency on tests which measure performance in basic communication and computational skills and meet State criteria.

(c) All pupils performing below the established minimum levels of pupil proficiency in basic communication and computational skills, as determined under N.J.A.C. 6:39-1.2 (a) and (b), shall be provided appropriate instructional services according to the district's basic skills improvement plan, pursuant to N.J.S.A. 18A:7A-6.

1. A local board may apply to the commissioner for a waiver of this requirement which may be granted if the program of needs assessment conducted pursuant to N.J.A.C. 6:8-3.4 (a) clearly demonstrates such enrollment is unnecessary or enrollment of a pupil above minimum levels of pupil proficiency is necessary.

6:39-1.3 Dissemination of information

(a) Notwithstanding N.J.A.C. 6:3-2.1 et seq., individual pupil data shall be released to, and only to, a pupil, his/her parent or legal guardian, and school personnel and school officials deemed appropriate by the commissioner.

(b) The State Department of Education shall produce and distribute to chief school administrators as uninterpreted reports: minimum standards reports; objective-referenced summary reports for the class(es), school(s), district, and county.

(c) The State Department of Education shall provide an interpreted State report to the State Board and the Commissioner of Education.

(d) Each of these reports shall consist of completed report forms and interpretive aids prescribed and approved by the commissioner.

(e) Objective-referenced summary reports shall be distributed to chief school administrators, as indicated in (b), (c), and (d) of this section, in such a manner as to provide a 60-day period from receipt of all reports for analysis of data and for the development of additional essential interpretive material by the chief school administrator pursuant to N.J.A.C. 6:39-1.4. During this period such material shall not be available for public distribution.

(f) Upon completion of the analysis, as indicated in subsection (e), but in no case later than the 60-day interpretation period established by the commissioner, all schools and districts shall submit a copy of their objective-referenced summary reports to the county superintendent, who shall verify that the reports are consistent with the interpretation guidelines previously approved by the commissioner. Upon notification of approval by the county superintendent, and upon approval by the local board of education, but in no case later than 30 days following the notification of approval by the county superintendent, objective-referenced summary reports for class(es), school(s) and district shall be made available to the public.

(g) Individual pupil reports shall be returned to districts in duplicate for all pupils tested. One copy of the report shall be maintained with the pupil's permanent records, and one copy shall be made available to the pupil, his/her parent or legal guardian in a timely fashion.

(h) Minimum standards reports shall be distributed to chief school administrators as indicated in subsection (b) of this section in such a manner as to provide a 30-day interpretation period prior to reporting to the local board of education and the public.

Following this 30-day period, the commissioner shall make available to the public minimum standards reports on each district which shall list the number of pupils tested and percent of pupils at or above the established minimum levels of pupil proficiency, by grade and by test.

(i) At the time the commissioner makes available to the public the information stated in (h), all districts shall make available to the public the number of pupils tested and the percent of pupils at or above the established minimum levels of pupil proficiency for each school and the district, by grade and by test.

(j) The commissioner may make exceptions to the above regulations, such as those required by the minimum standards provisions of the Public School Education Act of 1975 (N.J.S.A. 18A:7A-1 et seq.) as well as special reports requested by local school districts.

6:39-1.4 Interpretation of data

(a) Local chief school administrators and county superintendents of schools shall interpret the results of all data within 60 days of receipt of all objective-referenced summary reports.

(b) Local school district interpretation shall involve the chief school administrator in the interpretation of the district reports; the school principal in the interpretation of the school reports; and the teachers in the interpretation of the class reports.

(c) The State Department of Education will provide technical assistance in the development of essential interpretive material by local districts.

(d) The State Department of Education may provide interpretations for local, county and State use.

6:39-1.5 Exclusion of pupils

(a) Any pupil who has been classified as handicapped pursuant to N.J.S.A. 18A:46-1 et seq. shall participate in the testing program unless specific exemption from participating in this program is provided within that pupil's Individualized Education Program (N.J.A.C. 6:28-1.8 et seq.).

(b) Pupils who have been identified as limited English-speaking ability, pursuant to N.J.A.C. 6:31-1.1 et seq., shall not be required, but may be permitted, to participate in the testing program. Such pupils shall be identified in accordance with N.J.A.C. 6:31-1.9. Upon the development of native language tests, such pupils shall be required to participate in the testing program.

APPENDIX B

Minimum Basic Skills Score Scale

Every item on the 1978-79 test was different from the items on the 1977-78 test. However, the specifications (or objectives) upon which those items are based remained unchanged from the previous year.

A crucial aspect of the 1978-79 program concerned the establishment of cut-off scores that were appropriate, taking into consideration the content and difficulty of the particular test items. More importantly, the definition of a "minimally proficient" achievement level was to remain the same. A "cut-off" score on the 1978-79 test had to be identified so that the score's associated level of achievement was identical to the level of achievement associated with a score of 65 or 75 percent on the 1977-78 Minimum Basic Skills mathematics and reading tests, respectively. In other words, regardless of whether a student was administered the 1977-78 Minimum Basic Skills test or the 1978-79 Minimum Basic Skills test, the level of achievement that he/she would have to exhibit to demonstrate minimum proficiency would be identical.

To make that year's "cut-off" score equivalent to the 1977-78 year's scores, it was necessary to determine which scores on the 1978-79 test signified the same level of achievement as 65 or 75 percent correct on the 1977-78 tests. Recall that the designation of attainment of minimum competencies was not predicated simply on the figures 65 and 75 percent

correct, but rather upon the level of achievement identified by answering that percent of the items correctly. The minimum standard is not a particular score (or percent correct) but, rather, a designated level of achievement that was determined on the 1977-78 test by correctly answering 65 or 75 percent of the test items, which may be signified by a larger percent correct for an easier test or a smaller percent correct for a harder test.

To determine those scores on the 1978-79 test and the 1977-78 test which would signify the same level of achievement, the Educational Testing Service statisticians analyzed the fall 1978 field test data (which included a 25 item selection from the 1977-78 tests), and using appropriate techniques (see W. Angoff in R. L. Thorndike, Educational Measurement, 1971), equated the two sets of scores. That is, those scores that signified the same level of achievement would be considered to be equal. In other words, each possible score on the 1978-79 Minimum Basic Skills test was expressed in the units of the 1977-78 score scale.

It had been strongly recommended by the members of the Minimum Basic Skills Technical Advisory Committee and by the Educational Testing Service statisticians that the "cut-off" scores on the 1978-79 Minimum Basic Skills test be those scores that equate to (or signify the same achievement level as) 75 and 65 percent correct on the 1977-78 reading and mathematics tests, respectively.

As a result of equating scores, it was necessary

to change the manner of score reporting. The Technical Advisory Committee recommended that a score scale be developed for the Minimum Basic Skills test. The development of such a scale would be used to report all Minimum Basic Skills test results every year. Use of the score scale would eliminate the confusion caused by either changing the cut-off score or the standard. With the proposed score scale, the determination of whether a student met the minimum standard would always be designated by the same score on the score scale.

The score scale ranges from 0-100; 65 signifies the mathematics standard and 75 signifies the reading standard. The score scale values are numbers not percent correct scores or percentiles. They are based on the 1977-78 Minimum Basic Skills test. Thus, a student correctly answering 65 percent of the 1977-78 year's mathematics items would have a scaled score of 65. However, for example, suppose a student were to correctly answer 68 percent of the 1979 Minimum Basic Skills questions correctly. Further, suppose that by the equating procedure it was determined that the level of achievement expressed by a raw score of 68 percent correct on the 1979 Minimum Basic Skills test is identical to the level of achievement expressed by a score of 66 percent correct on the 1978 Minimum Basic Skills test. Then the student's 1979 scale score would be 66. That student has the same level of achievement as a student answering 66 percent of the 1977-78 test.

By utilizing this score scale, known as the Minimum Basic Skills Score, scores of 65 and 75 will always correspond

to the minimum standard and the results from one year to the next will be directly comparable. It must be remembered that a student who receives a score of 65 may have to answer a greater or fewer number of items correctly based on the relative difficulty of the test compared to the difficulty of the 1977-78 Minimum Basic Skills test. However, the level of achievement signified by a score of 65 will be equivalent to the level of achievement represented by a 65 percent mastery on the 1977-78 test.

APPENDIX C

Minimum Basic Skills Sample Reports

Samples of the following reports are included:

FIGURE 1 - Individual Student Report

FIGURE 2 - Description of Individual Student Report

FIGURE 3 - Minimum Basic Skills Student Roster

FIGURES 4 and 5 - Minimum Basic Skills Summary Reports

Figures 1, 2, and 3 also include descriptions of the data listed. Figures 4 and 5 include the types of interpretive comments to be made by school district personnel as they analyze the data. Detailed descriptions of the reports can be found beginning on page 14.

FIGURE 1

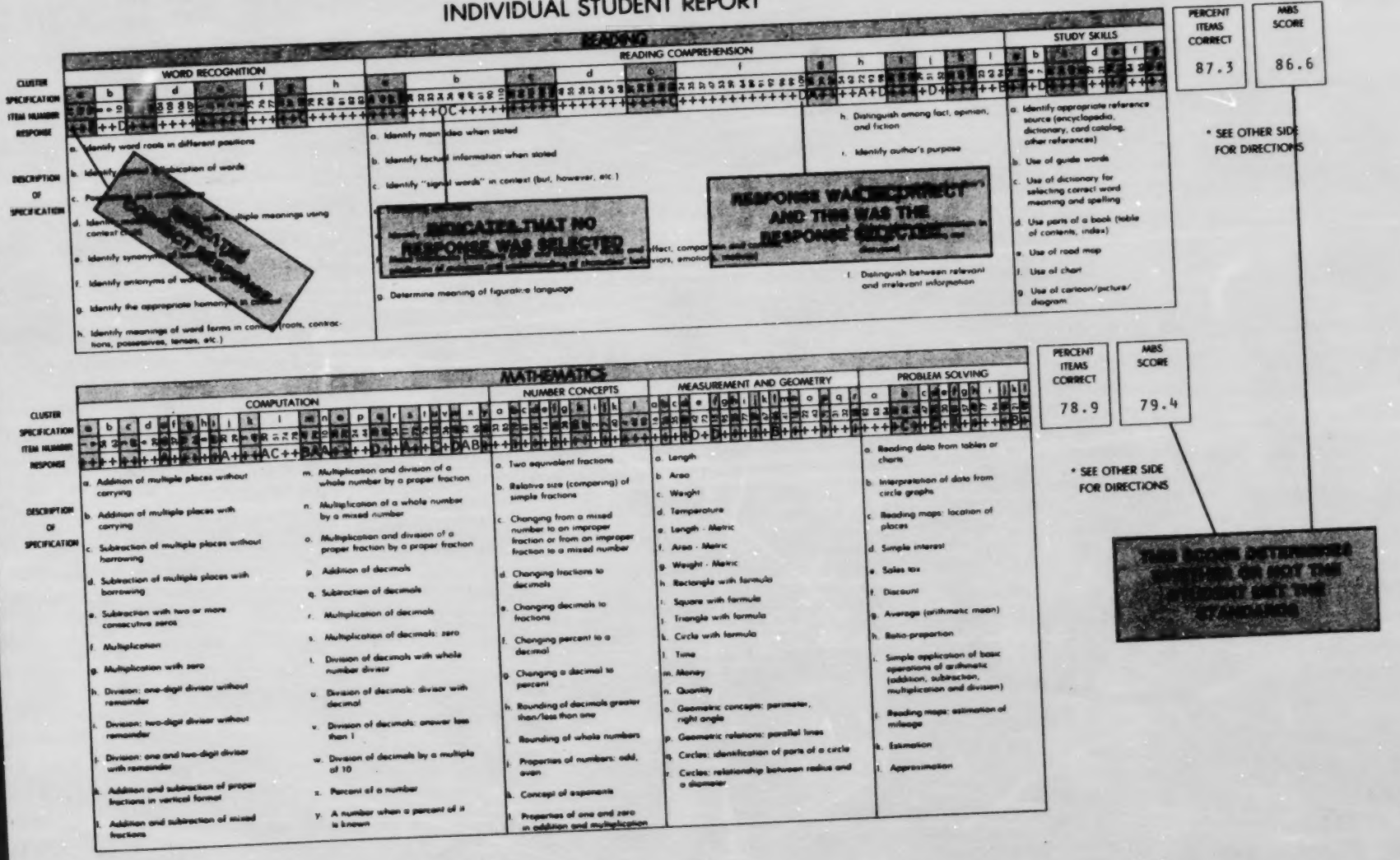
PUPIL: DATE OF BIRTH: SEX: TEST DATE: R M PAGE:

DISTRICT: SCHOOL: CLASS CODES:

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM 1979-80

INDIVIDUAL STUDENT REPORT

LEVEL 9


READING
WORD RECOGNITION
READING COMPREHENSION
STUDY SKILLS
CLUSTER SPECIFICATION
ITEM NUMBER
RESPONSE
DESCRIPTION OF SPECIFICATION
a. Identify word roots in different positions
h. Identify meanings of word forms in context (roots, contractions, possessives, tenses, etc.)
a. Identify main idea when stated
b. Identify factual information when stated
c. Identify "signal words" in context (but, however, etc.)
g. Determine meaning of figurative language
h. Distinguish among fact, opinion, and fiction
i. Identify author's purpose
l. Distinguish between relevant and irrelevant information
a. Identify appropriate reference source (encyclopedia, dictionary, card catalog, other references)
b. Use of guide words
c. Use of dictionary for selecting correct word meaning and spelling
d. Use parts of a book (table of contents, index)
e. Use of road map
f. Use of chart
g. Use of cartoon/picture/diagram
PERCENT ITEMS CORRECT
87.3
MBS SCORE
86.6
* SEE OTHER SIDE FOR DIRECTIONS
MATHEMATICS
COMPUTATION
NUMBER CONCEPTS
MEASUREMENT AND GEOMETRY
PROBLEM SOLVING
a. Addition of multiple places without carrying
b. Addition of multiple places with carrying
c. Subtraction of multiple places without borrowing
d. Subtraction of multiple places with borrowing
e. Subtraction with two or more consecutive zeros
f. Multiplication
g. Multiplication with zero
h. Division: one-digit divisor without remainder
i. Division: two-digit divisor without remainder
j. Division: one and two-digit divisor with remainder
k. Addition and subtraction of proper fractions in vertical format
l. Addition and subtraction of mixed fractions
m. Multiplication and division of a whole number by a proper fraction
n. Multiplication of a whole number by a mixed number
o. Multiplication and division of a proper fraction by a proper fraction
p. Addition of decimals
q. Subtraction of decimals
r. Multiplication of decimals
s. Multiplication of decimals: zero
t. Division of decimals with whole number divisor
u. Division of decimals: divisor with decimal
v. Division of decimals: answer less than 1
w. Division of decimals by a multiple of 10
x. Percent of a number
y. A number when a percent of it is known
a. Two equivalent fractions
b. Relative size (comparing) of simple fractions
c. Changing from a mixed number to an improper fraction or from an improper fraction to a mixed number
d. Changing fractions to decimals
e. Changing decimals to fractions
f. Changing percent to a decimal
g. Changing a decimal to percent
h. Rounding of decimals greater than/less than one
i. Rounding of whole numbers
j. Properties of numbers: odd, even
k. Concept of exponents
l. Properties of one and zero in addition and multiplication
a. Length
b. Area
c. Weight
d. Temperature
e. Length - Metric
f. Area - Metric
g. Weight - Metric
h. Rectangle with formula
i. Square with formula
j. Triangle with formula
k. Circle with formula
l. Time
m. Money
n. Quantity
o. Geometric concepts: perimeter, right angle
p. Geometric relations: parallel lines
q. Circles: identification of parts of a circle
r. Circles: relationship between radius and a diameter
a. Reading data from tables or charts
b. Interpretation of data from circle graphs
c. Reading maps: location of places
d. Simple interest
e. Sales tax
f. Discount
g. Average (arithmetic mean)
h. Ratio-proportion
i. Simple application of basic operations of arithmetic (addition, subtraction, multiplication and division)
j. Reading maps: estimation of mileage
k. Estimation
l. Approximation
PERCENT ITEMS CORRECT
78.9
MBS SCORE
79.4
* SEE OTHER SIDE FOR DIRECTIONS

-42-

46

47

FIGURE 2

ABOUT THE MBS TEST

TO THE PARENT: This report presents your child's scores on the New Jersey Minimum Basic Skills (MBS) Test. This test was given to every public school pupil in grade 9 in the state.

WHAT THE TEST MEASURES: The MBS Test measures minimum basic reading and mathematics skills, not advanced skills.

WHO TAKES THE TEST: Tests are given to all New Jersey public school students in grades 3, 6, 9, and 11 every year. The test results act as an annual check on how well students are learning the minimum basic reading and mathematics skills.

WHAT THIS REPORT TELLS YOU: This report shows your child's performance in reading and mathematics. It also identifies particular strengths and weaknesses for all of the skills tested. The statewide minimum standards are MBS scores of 75 in reading and 65 in mathematics. Pupils who score below the minimum standards, and whose deficiencies are confirmed, must receive some program of remediation.

WHO SEES THIS REPORT: This report is available only to parents, guardians, students, and authorized school officials. If you have questions about this report, you should contact your child's teacher or principal. They can explain what the school is doing and what you can do to help your child master the skills measured by this test.

HOW TO READ THIS REPORT

TEST QUESTIONS: All of the MBS Test questions are listed, by number, on the other side of this report. The reading questions are listed in the section at the top of the report. The mathematics questions are listed in the section at the bottom of the report.

SKILLS: The MBS Test items are listed by **clusters**, or groups. There are three clusters for reading and four clusters for mathematics. A cluster consists of a group of items that measure a general reading or mathematics skill area. The **specifications** within each reading or mathematics cluster describe in more detail the specific skills your child needs to answer the items correctly.

SYMBOLS: Listed under the specifications for both reading and mathematics are the item numbers of the questions on the test. IF THE SYMBOL "+" APPEARS UNDER THE ITEM NUMBER, IT MEANS YOUR CHILD ANSWERED THE QUESTION CORRECTLY. A "0" MEANS YOUR CHILD DID NOT MARK AN ANSWER. IF YOUR CHILD ANSWERED INCORRECTLY, AN "A", "B", "C", OR "D" IS SHOWN. THE LETTER INDICATES WHICH WRONG ANSWER YOUR CHILD CHOSE. The more "+" symbols you see for the items in a cluster, the more certain you may be that your child has mastered those particular skills.

If your child chose the correct answers to most of the items in a cluster, the pattern of symbols may look like this: "+ + + A + + + B + +." This means your child has incorrectly answered only two questions and has probably mastered this particular skill. If your child has given incorrect answers to most of the items in a cluster, the pattern may look like this: "A D C + B + 0 A B." This means that your child has had trouble with items of this kind and needs additional instruction.

PERCENT CORRECT: The first box at the end of each row of test items shows you the percentage of all the items your child answered correctly.

MBS SCORE: In the second box is your child's Minimum Basic Skills (MBS) score. The MBS score shows your child's performance as compared to the standard established by the State in 1977-78. It may not necessarily be the same as the percent correct. Remember, if the score in the Reading MBS score box is 75 or higher, it means your child has met or exceeded the State standard in reading. If the score in the Mathematics MBS score box is 65 or higher, it means your child has met or exceeded the State standard in mathematics.

FIGURE 3

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM 1979-80

DISTRICT: SCHOOL: TEST DATE: PAGE:

CODED VOID: V1, V2, V3

CODED LIMITED ENGLISH: LE

CODED SPECIAL EDUCATION: SE, SE, SE

PUPIL	DATE OF BIRTH	SEX	MBS TOTAL SCORE	CLUSTER SCORE INDICES: COMPUTATION	NUMBER CONCEPTS	MEASUREMENT GEOMETRY	PROBLEM SOLVING
	06/21/71	F	73.4	6	6	5	5
	10/25/71	F	73.0	6	6	5	5
	05/27/71	M	73.0	6	6	5	5
	06/23/71	M	72.2	5	6	5	5
	02/14/71	F	71.0	5	6	5	5
	01/10/71	F	70.5	5	6	5	5
	03/24/71	M	70.4	5	6	5	5
	08/21/71	M	70.1	5	6	5	5
	04/10/71	F	70.0	5	5	5	5
	08/11/71	F	69.8	5	5	5	5
	10/27/71	M	68.8	5	5	(4)	(4)
	07/11/71	M	68.8	5	5	5	5
	05/14/71	F	68.4	5	5	5	5
	08/28/70	M	67.0	5	5	5	5
	04/05/71	M	66.6	5	5	5	5
	01/09/71	F	66.6	5	5	5	5
	06/17/71	F	66.4	5	5	5	5
	11/26/70	M	66.4	5	5	5	5
	07/04/71	F	65.0	5	5	5	5
	07/ 9/71	F	65.0	5	5	5	5
	03/13/71	F	64.5	4	4	(5)	(5)
	12/16/70	F	63.0	4	4	4	4
	04/2 /71	M	62.2	4	4	4	4
	07/28/71	M	62.0	4	4	4	4
	08/01/71	F	61.8	4	4	4	4
	04/10/71	M	61.0	4	4	4	4
	06/17/71	F	60.8	4	4	4	4
	05/25/71	M	58.4	4	4	4	4
	11/13/70	F	57.2	4	4	4	4
	12/24/70	M	57.2	4	4	4	4
	11/24/70	F	56.0	4	4	4	4
	05/20/71	F	54.6	4	4	4	4
	10/30/71	M	53.8	4	4	4	4
	09/14/71	F	52.4	4	4	4	4
	03/07/71	F	52.0	4	4	4	4
	12/23/71	M	51.5	3	3	4	4
	06/11/71	M	50.0	3	3	4	4
	04/15/71	M	50.0	3	3	4	4

EVEN THOUGH THE TOTAL SCORE IS ABOVE THE STANDARD, THIS STUDENT APPEARS TO HAVE DEFICIENCIES IN TWO SKILL AREAS.

DOTTED LINE INDICATES CUT-OFF POINT SEPARATING STUDENTS WHO SCORED ABOVE AND BELOW STANDARD ON TOTAL TEST.

STUDENT SCORED BELOW STANDARD ON TOTAL TEST BUT HAS APPARENT STRENGTH IN THESE SKILL AREAS.

NOTE: CLUSTER SCORES CANNOT BE ADDED AND AVERAGED DUE TO VARYING NUMBERS OF ITEMS.

CLUSTER SCORE INDEX	MBS SCORE RANGE
7	95 - 100
6	80 - 94
5	65 - 79
4	50 - 64
3	35 - 49
2	20 - 34
1	00 - 19

The MBS Total Score is a score ranging from 0-100 which was developed to facilitate comparisons between last year's MBS tests and this year's MBS tests. Students whose MBS Total Score is 65 or greater met the minimum proficiency requirement. The cluster score indices are also based on the same MBS score scale. For a detailed explanation of the MBS scores, consult the accompanying guidelines booklet.

07610-001

-44-

FIGURE 4

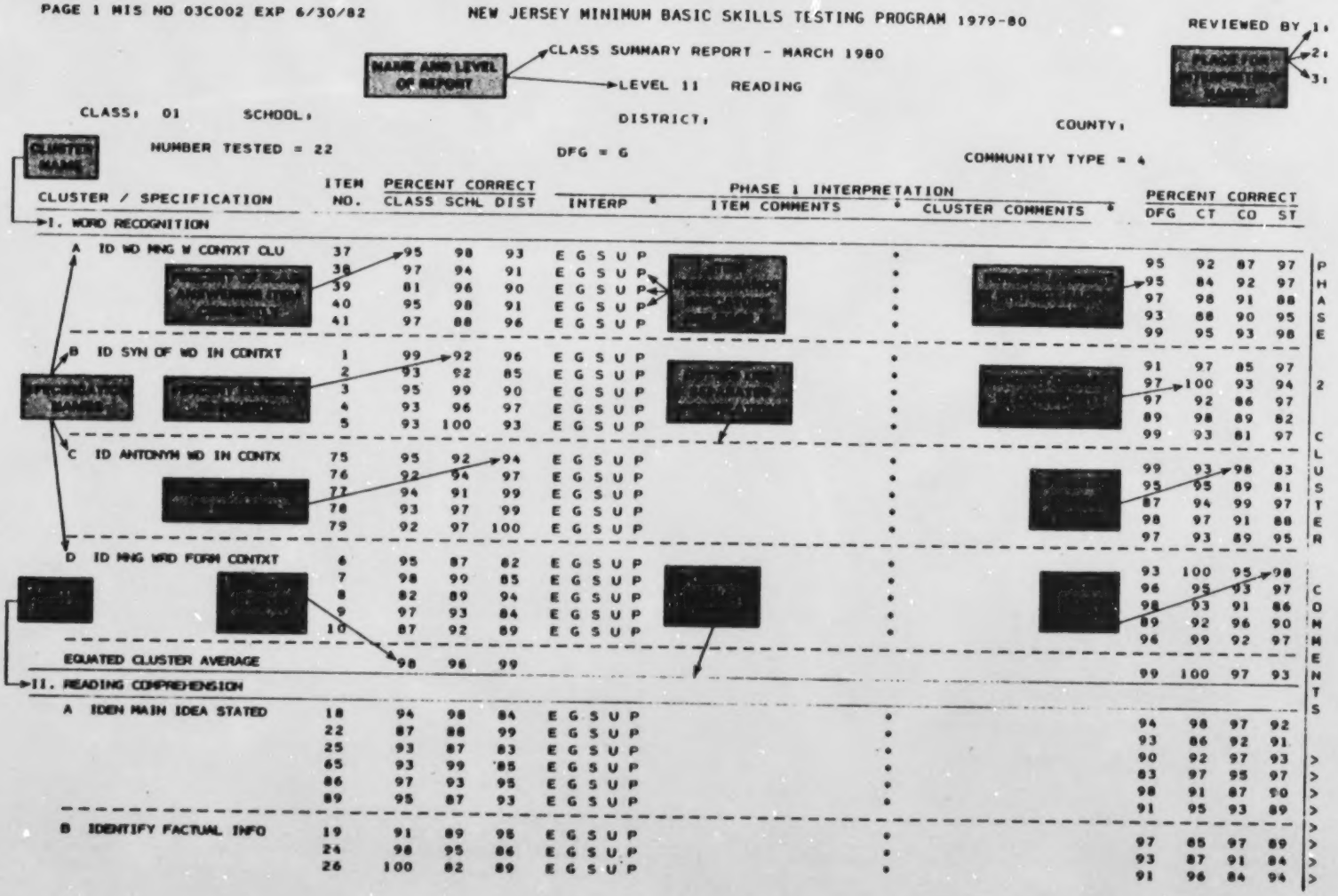

PAGE 1 MIS NO 03C002 EXP 6/30/82
NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM 1979-80
REVIEWED BY 1. 2. 3.
NAME AND LEVEL OF REPORT
CLASS SUMMARY REPORT - MARCH 1980
LEVEL 11 READING
CLASS: 01 SCHOOL: DISTRICT: COUNTY:
CLUSTER NAME
NUMBER TESTED = 22
DFG = G
COMMUNITY TYPE = 4
CLUSTER / SPECIFICATION
ITEM NO.
PERCENT CORRECT CLASS SCHL DIST
PHASE 1 INTERPRETATION INTERP ITEM COMMENTS CLUSTER COMMENTS
PERCENT CORRECT DFG CT CO ST
I. WORD RECOGNITION
A ID WD MNG W CONTXT CLU
37 95 98 93 E G S U P
38 97 94 91 E G S U P
39 81 96 90 E G S U P
40 95 98 91 E G S U P
41 97 88 96 E G S U P
95 92 87 97
95 84 92 97
97 98 91 88
93 88 90 95
99 95 93 98
B ID SYN OF WD IN CONTXT
1 99 92 96 E G S U P
2 93 92 85 E G S U P
3 95 99 90 E G S U P
4 93 96 97 E G S U P
5 93 100 93 E G S U P
91 97 85 97
97 100 93 94
97 92 86 97
89 98 89 82
99 93 81 97
C ID ANTONYM WD IN CONTX
75 95 92 94 E G S U P
76 92 94 97 E G S U P
77 94 91 99 E G S U P
78 93 97 99 E G S U P
79 92 97 100 E G S U P
99 93 98 83
95 95 89 81
87 94 99 97
98 97 91 88
97 93 89 95
D ID MNG WRD FORM CONTXT
6 95 87 82 E G S U P
7 98 99 85 E G S U P
8 82 89 94 E G S U P
9 97 93 84 E G S U P
10 87 92 89 E G S U P
93 100 95 98
96 95 93 97
98 93 91 86
89 92 96 90
96 99 92 97
EQUATED CLUSTER AVERAGE
98 96 99
99 100 97 93
II. READING COMPREHENSION
A IDEN MAIN IDEA STATED
18 94 98 84 E G S U P
22 87 88 99 E G S U P
25 93 87 83 E G S U P
65 93 99 85 E G S U P
86 97 93 95 E G S U P
89 95 87 93 E G S U P
94 98 97 92
93 86 92 91
90 92 97 93
83 97 95 97
98 91 87 90
91 95 93 89
B IDENTIFY FACTUAL INFO
19 91 89 95 E G S U P
24 98 95 86 E G S U P
26 100 82 89 E G S U P
97 85 97 89
93 87 91 84
91 96 84 94
PHASE 2 CLUSTER COMMENTS

FIGURE 5

PAGE 1 MIS NO 03C002 EXP 6/30/82 NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM 1979-80 REVIEWED BY 1:

SCHOOL SUMMARY REPORT - MARCH 1980 2:

LEVEL 11 READING 3:

SCHOOL: DISTRICT: COUNTY:

NUMBER TESTED = 67 DFG = G COMMUNITY TYPE = 4

CLUSTER / SPECIFICATION	ITEM NO.	PERCENT CORRECT CLASS	SCHL	DIST	INTER*	PERCENT CORRECT DFG	CT	CO	ST	
I. WORD RECOGNITION										
A ID WD MNG W CONTXT CLU	37	98	93	(E) G S U P		95	92	87	97	P
	38	94	91	E G (S) U P		95	84	92	97	H
	39	96	90	E (G) S U P		97	98	91	88	A
	40	98	91	E G S U (P)		93	88	90	95	S
	41	88	96	E (G) S U P		99	95	93	98	E
B ID SYN OF WD IN CONTXT	1	92	96	E G S (U) P		91	97	85	97	
	2	92	85	(E) G S U P		97	100	93	94	2
	3	99	90	E G S U P		97	92	86	97	
	4	96	97	E G S U P		89	98	89	82	
	5	100	93	E G S U P		99	93	81	97	C
C ID ANTONYM WD IN CONTX	75	92	94	E G S U P		99	93	98	83	L U
	76	94	97	E G S U P		95	95	89	81	S
	77	91	99	E G S U P		87	94	99	97	T
	78	97	99	E G S U P		98	97	91	88	E
	79	97	100	E G S U P		97	93	89	95	R
D ID MNG WRD FORM CONTXT	6	87	82	E G S U P		93	100	95	98	
	7	99	85	E G S U P		96	95	93	97	C
	8	89	94	E G S U P		98	93	91	86	O
	9	93	84	E G S U P		89	92	96	90	M
	10	92	89	E G S U P		96	99	92	97	M
EQUATED CLUSTER AVERAGE		96	99			99	100	97	93	E N T S
II. READING COMPREHENSION										
A IDEN MAIN IDEA STATED	18	98	84	E G S U P		94	98	97	92	
	22	88	99	E G S U P		93	86	92	91	
	25	87	83	E G S U P		90	92	97	93	>
	65	99	85	E G S U P		83	97	95	97	>
	86	93	95	E G S U P		98	91	87	90	>
	89	87	93	E G S U P		91	95	93	90	>
										>
B IDENTIFY FACTUAL INFO	19	89	95	E G S U P		97	85	97	89	>
	24	95	86	E G S U P		93	87	91	84	>
	26	82	89	E G S U P		91	96	84	94	>

APPENDIX D

Public Release of Results
1979 Minimum Basic Skills Tests

TIMELINE:

May	- Results returned to schools and districts in form of Rosters and Individual Student Reports
June	- Analysis and aggregation of data by school and by district
	- Release to public and press analysis of results (optional)
July	- Commissioner reports to State Board and press on percent of students above standard for all districts
September	- Summary reports for class, building, and district returned for interpretation
	- Special reports returned to districts
Sept-Nov	- Interpretation period for summary reports
November	- Review and approval of summary reports by County Superintendent's Office
December	- Public release of summary reports and interpretation data

WAYS TO RELEASE THE
MINIMUM BASIC SKILLS RESULTS:

1. News Release

   Much More effective to initiate activities with the press then to wait for them to come to you. Information should be clear, concise and easy to understand. Summarize results of analysis.

2. Newsletter

   Report to parents and other citizens with copies to press. This format permits inclusion of charts and tables, but keep them simple.

3. School Board Report

   Forward copies to press following presentation at Board of Education meeting, or have summarizing fact sheet to distribute to audience and press.

4. News Conference

   Probably effective only for large urban districts.

WHAT THE PRESS WANTS TO KNOW:

1. Did the scores increase or decrease?
2. Why?
3. How do you compare with _____?
4. How do you feel about the results?
5. What will you do now?

These will be the most commonly asked questions. For each question you should have a relatively brief response, with back-up information. Let us examine each question in detail.

1. DID THE SCORES INCREASE OR DECREASE?

   If the scores increased considerably, the remaining questions will be much easier to answer. If they stayed the same or decreased, then a clear and concise answer should be prepared for Question #2.

2. WHY?

   There are many variables which could influence the results. Analysis should be made prior to release of information. Regardless of the change in results from year to year, clear and concise statements should be made which list the variables that may have influenced the outcome. Above all, be frank and honest and explain things in simple terms.

3. HOW DO YOU COMPARE WITH _____?

   Comparisons between districts are not appropriate because of the many variables, but the press makes them anyway. Suggest to the media that if they do compare your results with other districts, that they select districts that are somewhat comparable (i.e., same District Factor Grouping, Community Type and student population).

If you find it necessary to make comparisons, use the same criteria when selecting districts.

4. HOW DO YOU FEEL ABOUT THE RESULTS?

   Be honest - are you pleased, disappointed, satisfied, encouraged, etc.?

5. WHAT WILL YOU DO NOW?

   Following analysis, develop a plan, regardless of what direction the scores went, even if only to continue your present programs. Have something ready.

In closing, when you meet the media be prepared. Avoid "off-the-cuff" comments, have prepared statements, facts and statistics. Be sure to have analyzed the data beforehand. Above all, be honest and open in your discussions.

APPENDIX E

READING SPECIFICATIONS

New Jersey 3rd Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Sight Vocabulary

Recognize printed basic sight vocabulary presented orally

B. Phonics

1. Vowels - long and short, digraphs and dipthongs
2. Single consonants - initial and final
3. Consonant clusters (blends and digraphs)
4. Rhyming words (including controlled vowel sounds r, l, w)
5. Blending sounds to make words

C. Structural Analysis

1. Inflectional endings (verb suffixes, [ing, ed] and plurals [s, es])
2. Contractions

D. Contextual Analysis

(Using phonic clues, structural analysis, synonyms, antonyms, and compound words)

II. COMPREHENSION

A. Literal

1. Identify facts directly stated in the paragraph - who, what when, where, how, why
2. Identify subject matter of the paragraph - people, food, transportation, camping
3. Identify order and sequence of events (first and last) limit number of events to three
4. Sentence meaning (pictures are item options)
5. Paragraph meaning - main idea as stated
6. Following directions - number of steps limited to two

B. Interpretive

1. Interpret characters' emotions (sad, happy, hungry)
2. Distinguish between fact and fiction
3. Make inferences about causes (Why did -- feel sad?)

III. STUDY SKILLS

A. Alphabetical sequence (first letter)

B. Table of Contents

READING SPECIFICATIONS

New Jersey 6th Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Phonetic Analysis - blending sounds

B. Structural Analysis

1. Syllabication - VCCV, VCV, C+le
2. Affixes and roots
3. Contractions

C. Contextual Analysis (using the following)

1. Possessives
2. Plurals - ies (with changes in roots)
3. Synonyms
4. Antonyms
5. Multiple meanings of a single word

II. COMPREHENSION

A. Literal

1. Identify facts directly stated in the paragraph, including supporting statements specifically related to the main ideas (where, who, how, when, what, why)
2. Identify main idea as directly stated in a paragraph (not an entire passage)
3. Sequence of events or ideas - both chronological and cause and effect (e.g., As a result of ——, the ...)
4. Following directions

B. Interpretive

1. Identify main idea of an entire passage
2. Drawing inferences, including character interpretation and prediction of outcomes
3. Summary of information
4. Distinguishing fact from fiction

III. STUDY SKILLS

A. Alphabetical sequence to second and third letters

B. Table of contents

C. Glossary

D. Index

E. Dictionary skills - guide words

F. Dictionary skills - selection of appropriate meaning

G. Obtaining facts from illustrative materials - maps, graphs, tables

READING SPECIFICATIONS

New Jersey 9th Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Structural Analysis

1. Identify word roots in different positions
2. Identify correct syllabication of words
3. Possessives and contractions

B. Word Meaning

1. Identify meaning of words with multiple meanings using context clues
2. Identify synonyms of words in context
3. Identify antonyms of words in context
4. Identify the appropriate homonym in context
5. Identify meanings of word forms in context (roots, contractions, possessives, tenses, etc.)

II. READING COMPREHENSION

A. Literal Comprehension

1. Identify main idea when stated
2. Identify factual information when stated
3. Identify "signal words" in context (but, however, etc.)
4. Following directions

B. Interpretive

1. Identify main idea or topic when implied
2. Make inferences (including order and sequence, cause and effect comparison and contrast, prediction of outcome, and understanding of characters' behaviors, emotions, motives)
3. Determine meaning of figurative language
4. Distinguish among fact, opinion, and fiction

C. Evaluative

1. Identify author's purpose
2. Determine validity of author's reasoning
3. Relate ideas or information in passage to situations not discussed
4. Distinguish between relevant and irrelevant information

III. STUDY SKILLS

A. Locational Skills

1. Identify appropriate reference source (Encyclopedia, dictionary, card catalogue, other references)
2. Use of guide words
3. Use of dictionary for selecting correct word meaning and spelling
4. Use parts of a book (table of contents, index, etc.)

B. Understanding Illustrative Materials

1. Use of road map
2. Use of chart
3. Use of cartoon, picture, diagram

IV. TYPE OF READING MATERIAL

A. Citizenship material (driver's license, laws, voter forms, government forms, etc.)

B. Continued learning material (textbooks, reference materials, newspapers, magazines, etc.)

C. Employee/Employer materials (applications, want ads, checks, job related reading, etc.)

D. Health and Safety material (first aid, medicine, labels, nutrition, signs, etc.)

E. Consumer Information (labels, ads, guarantees, leases, repair guides, etc.)

READING SPECIFICATIONS

New Jersey 11th Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Word Meaning

1. Identify meaning of words with multiple meanings using context clues
2. Identify synonyms of words in context
3. Identify antonyms of words in context
4. Identify meanings of word forms in context (tenses, possessives, plurals, etc.)

II. READING COMPRHENSION

A. Literal Comprehension

1. Identify main idea when stated
2. Identify factual information when stated
3. Identify "signal words" in context (but, however, etc.)
4. Following directions

B. Interpretive

1. Identify main idea or topic when implied
2. Make inferences (including order and sequence, cause and effect, comparison and contrast, prediction of outcome, and understanding of characters' behaviors, emotions, motives)
3. Determine meaning of figurative language
4. Distinguish among fact, fiction, and opinion

C. Evaluative

1. Identify author's purposes
2. Determine validity of author's reasoning
3. Relate ideas or information given in passage to situations not discussed
4. Distinguish between relevant and irrelevant information

III. STUDY SKILLS

A. Identify appropriate reference sources*

B. Use appropriate reference materials* (*Encyclopedia, dictionary, card catalogue, parts of books, other reference sources, informative footnotes)

C. Use road maps, charts, illustrations

IV. TYPE OF READING MATERIAL

A. Citizenship materials (driver's license, laws, voter forms, government forms, etc.)

B. Continued learning material (textbooks, reference materials, newspapers, magazines, etc.)

C. Employee/Employer material (applications, want ads, checks, job related reading, etc.)

D. Health and Safety material (first aid, medicine, labels, nutrition, signs, etc.)

E. Consumer Information (labels, ads, guarantees, leases, repair guides, etc.)

MATHEMATICS SPECIFICATIONS

New Jersey 3rd Grade Minimum Basic Skills

I. COMPUTATION

A. Whole Numbers

1. Add two one-digit numbers
2. Add numbers with two or three-digits without regrouping (carrying) in vertical format
3. Add numbers with two or three-digits with one regrouping (carrying) in vertical format
4. Add three numbers without regrouping (carrying) in vertical format
5. Subtract one-digit numbers in vertical format
6. Subtract two or three-digit numbers without regrouping (borrowing) in vertical format
7. Subtract two or three-digit numbers with one regrouping (borrowing)
8. Add two or three digit numbers with more than one regrouping (carrying)
9. Subtract three-digit numbers with more than one regrouping (borrowing)
10. Multiply two one-digit numbers less than or equal to six
11. Multiply a two-digit number by a one-digit number without carrying (digits less than or equal to six)
12. Divide with divisors and quotients less than or equal to six - no remainder

II. NUMBER CONCEPTS

A. Count to one thousand; read or write numerals up to one thousand (base 10 only)

B. Recognize place value in three-digit numerals

C. Recognize models for simple fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$), such as,

for $\frac{1}{4}$

D. Solve simple equations involving addition

E. Solve simple equations involving subtraction

F. Solve simple equations involving multiplication

G. Solve simple inequalities

H. Give the cardinal number of a set (tell how many) or the ordinal number associated with a position (e.g., first, third, last)

I. Recognize odd and even numbers less than twenty (zero omitted)

J. Relate inverse operations: addition to subtraction and multiplication to division

K. Solve equations involving concept of identity (property of zero and one)

L. Count by 2's, 5's, or 10's; identify a missing term in a simple number pattern or sequence

III. MEASUREMENT AND GEOMETRY

A. Select the proper unit of measure for length from a set of unit measures: inch, foot, yard

B. Identify metric units: meter, liter, gram

C. Determine the time of day by the half-hour when given a picture of a clock

D. Tell how many minutes in an hour

E. Tell how many days in a week

F. Tell how many months in a year

G. Identify a day and date on a calendar

H. Determine the value of cents of a set of coins (picture of)

I. Recognize basic geometric figures: triangle, rectangle, square, circle

J. Locate points on a number line for whole numbers

IV. PROBLEM SOLVING AND APPLICATION

A. Translate mathematical sentences to words (simple one-step)

B. Determine whether a set of coins is sufficient to purchase an item at a given cost

C. Make change in simple store purchase problems involving sales less than 50 cents

D. Solve problems related to the passage of time

E. Solve problems involving distance (pictorial)

F. Solve simple reading problems related to computation objectives

MATHEMATICS SPECIFICATIONS

New Jersey 6th Grade Minimum Basic Skills

I. COMPUTATION

A. Whole Numbers

1. Addition of two four-digit or five-digit numbers with regrouping (in vertical format)
2. Column addition of more than two three-digit numbers
3. Addition in horizontal format of addends with an uneven number of digits
4. Subtraction of a four or five-digit number from a five-digit number without regrouping (borrowing)
5. Subtraction of a four or five-digit number from a five-digit number containing zero in the minuend with regrouping (borrowing)
6. Subtraction involving a four or five-digit number with regrouping (borrowing)
7. Mixed addition and subtraction in horizontal format - student may recopy and align, (e.g., 1351 + 570 - 73)
8. Multiplication of a two-digit multiplier (two or three-digit multiplicand); utilization of zero
9. Multiplication with three-digit multiplier and three-digit multiplicand
10. Division: one and two-digit divisors without remainders
11. Division: one and two-digit divisors with remainders

B. Fractions

1. Addition of like fractions (same denominators) in vertical and horizontal format with and without regrouping
2. Addition of mixed numbers without regrouping (carrying) in vertical format
3. Subtraction of like fractions without regrouping (carrying) in horizontal format
4. Multiplication of a whole number by a proper fraction in horizontal format
5. Multiplication of a proper fraction by a proper fraction in horizontal format

C. Decimals

1. Addition of decimals in vertical format
2. Addition of decimals in horizontal format with equal and unequal numbers of digits
3. Subtraction of decimals in vertical format
4. Subtraction of decimals in horizontal format
5. Multiplication of a whole number and a decimal
6. Multiplication of decimals
7. Division of decimals: divisor without decimal

II. NUMBER CONCEPTS

A. Numeration

1. Given five digits, write largest number using each digit once
2. Place value: Up to five digit numerals (e.g., 2,398, 5,437, 3,421, 2,763 Which shows a number with 3 in the thousands place?)
3. Place value: expand notation up to five digits (e.g., 23,567 = 2 ten thousands + 3 thousands + 5 hundreds + 6 tens + 7 ones)
4. Numeration system: whole numbers only, base 10 - reading and writing numerals 0 - 1,000,000
5. Numeration system, decimals: reading and writing numerals from 0.001 to 1 one place at a time
6. Concept of percent: equivalence with decimals and fractions using 100 as base
7. Rounding off numbers

B. Fractions Concepts

1. Models for fractions (shaded regions, etc.)
2. Recognize fractions greater than one (e.g., 4/3)
3. Recognize or name equivalent fractions
4. Equivalence of $a \div b$ and a/b (e.g., $33 \div 7$ and $33/7$)
5. Renaming: $\frac{33}{7} = 4\frac{5}{7}$ OR $2\frac{1}{3} = \frac{7}{3}$

C. Number Sentences

1. Solving equations in one of the following formats: $24 - n = 6$; $n - 6 = 18$; $n \div 12 = 4$ or $48 \div n = 4$; $4 \times n = 28$ (eliminate proportions)
2. Inequalities: numbers that make inequalities true (e.g., identify a number that makes $10 + \square > 20$)

D. Properties

1. Number line - locating points on a number line for fractions and decimals
2. Recognition of: factor or multiple or divisor
3. Application of commutative and associative principles for addition and multiplication (no terminology)
4. Recognition of inverse operation: addition to subtraction; multiplication to division
5. Informal concept of identity: zero and one (e.g., $8 + \square = 8$ or $8 \times \square = 8$)
6. Number patterns (e.g., 1, 2, 4, 8, 16, $\square$) What is the next number?

III. MEASUREMENT AND PLANE FIGURES

A. Measuring length of object to nearest whole unit

B. Determine most appropriate measure to be used to measure length (e.g., distance between towns)

C. Recognize an appropriate unit of measure for weight or given a particular object, select the most appropriate unit of weight measure (metric or traditional)

D. Recognizing the appropriate unit of measure for capacity

E. Temperature measure: reading a thermometer

F. Converting within the same measuring system (metric or traditional)

G. Perimeter of triangles and rectangles

H. Identify or name geometric figures: circle, triangle, square, and rectangle

IV. PROBLEM SOLVING AND APPLICATIONS

A. Problems with reading adapted and relevant to appropriate grade level (single operation and multi-operation)

B. Ratio and proportion: including practical applications, (e.g., if three pencils cost 15 cents, how many can be bought for 45 cents?)

C. Practical estimation (no reference to rounding)

D. Average: Given five or fewer numbers, what is the average?

E. Given the price of various items, determine the change after purchase of selected items

F. Interpret simple scale drawings and maps

G. Read data from simple graphs and charts

H. Interprete data from simple graphs and charts

I. Computation involving expressed amounts of money

MATHEMATICS SPECIFICATIONS

New Jersey 9th Grade Minimum Basic Skills

I. COMPUTATION

A. Addition of Whole Numbers

1. Addition of whole numbers, multiple places, horizontal format without carrying
2. Addition of whole numbers, multiple places, vertical format without carrying
3. Addition of whole numbers, multiple places, horizontal format with carrying
4. Addition of whole numbers, multiple places, vertical format with carrying

B. Subtraction of Whole Numbers

1. Subtraction of whole numbers, multiple places, horizontal format without borrowing
2. Subtraction of whole numbers, multiple places, vertical format without borrowing
3. Subtraction of whole numbers, multiple places, horizontal format with borrowing
4. Subtraction of whole numbers, multiple places, vertical format with borrowing
5. Subtraction of whole numbers with two or more consecutive zeros in the minuend, (e.g., 6008 - 431)

C. Multiplication of Whole Numbers

1. Multiplication of two- and three-digit whole numbers
2. Multiplication with zero as a placeholder (e.g., 203 x 47)
3. Multiplication with zero as multiples of ten (e.g., 47 x 1000)

D. Divison of Whole Numbers

1. Division: one-digit divisor without remainder
2. Division: two-digit divisor without remainder
3. Division: one-digit divisor with remainder
4. Division: two-digit divisor with remainder

E. Addition and Subtraction of Fractions

1. Addition and subtraction of like fractions (with same denominators) in vertical format
2. Addition and subtraction of unlike fractions (without same denominators) in vertical format
3. Addition and subtraction of mixed fractions with like denominators in vertical format without regrouping

4. Addition and subtraction of mixed fractions with like denominators in vertical format with regrouping
5. Addition and subtraction of mixed fractions with unlike denominators in vertical format without regrouping
6. Addition and subtraction of mixed fractions with unlike denominators in vertical format with regrouping

F. Multiplication and Division of Fractions

1. Multiplication of a whole number by a proper fraction
2. Division of a whole number by a proper fraction
3. Multiplication of a whole number by a mixed number
4. Multiplication of a proper fraction by a proper fraction
5. Division of a proper fraction by a proper fraction

G. Addition and Subtraction of Decimals

1. Addition of decimals in vertical format
2. Addition of decimals in horizontal format
3. Subtraction of decimals in vertical format
4. Subtraction of decimals in horizontal format

H. Multiplication of Decimals

1. Multiplication of decimals
2. Multiplication with zero as a placeholder (e.g., 0.06 x 0.7)
3. Multiplication with zero as a multiplier of ten (e.g., 63.458 x 100)

I. Division of Decimals

1. Division of decimals with whole number divisor (e.g., $45\overline{)\ 78.92}$)
2. Division of decimals: divisor with decimal
3. Division of decimals: answer less than 1 (e.g., $48.6\overline{)\ 3.467}$)
4. Division of decimals: by 10, 100, 1000, etc.

J. Percent

1. Percent of a number (e.g., 25% of 16 = ?)
2. Percent one number is of another (e.g., 4 is what percent of 16 ?)
3. A number when a percent of it is known (e.g., 25% of what number is 4 ?)

II. NUMBER CONCEPTS

A. Comparison of Fractions

72

1. Two equivalent fractions: proper (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{3}{9} = \frac{1}{3}$)
2. Two equivalent fractions: improper (e.g., $\frac{4}{2} = \frac{2}{1}$)
3. Relative size (comparing) of simple fractions (e.g., $\frac{1}{2}$ is more than $\frac{1}{3}$)

B. Changing Fractions, Decimals, and Percent to Equivalent Forms

1. Changing from a mixed number to an improper fraction or from an improper fraction to a mixed number (e.g., $2\frac{1}{4} = \frac{9}{4}$ or $\frac{11}{2} = 5\frac{1}{2}$)
2. Changing fractions to decimals
3. Changing decimals to fractions
4. Changing percent to a decimal
5. Changing a decimal to percent

C. Rounding Numbers

1. Rounding of decimals greater than one
2. Rounding of decimals less than one
3. Rounding of whole numbers

D. Properties of Numbers

1. Properties of numbers: odd, even
2. Concept of exponents (e.g., $10^2 = 10 \cdot 10$)
3. Properties of one and zero in addition and multiplication: (e.g., $2 \times 1 = 2$, $2 + 0 = 2$, $3 \times 0 = 0$)

III. MEASUREMENT

A. Customary Measure

1. Length
2. Area
3. Volume
4. Weight
5. Temperature

B. Metric Measure

1. Length
2. Area
3. Volume
4. Weight
5. Temperature

C. Area Measure

1. Rectangle with formula
2. Square with formula
3. Triangle with formula
4. Circle with formula

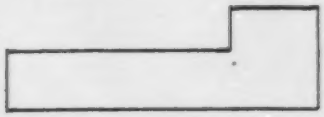
D. Other Measures

1. Time
2. Money
3. Quantity

IV. SIMPLE GEOMETRY

A. Geometric Concepts

1. Concept of perimeter (given an example of an irregular figure)



2. Concept of a right angle
3. Geometric relations: parallel lines
4. Geometric relations: perpendicular lines

B. Recognition of Parts of a Circle

1. Circles: identification of parts of a circle: center
2. Circles: identification of parts of a circle: radius
3. Circles: identification of parts of a circle: diameter
4. Circles: relationship between radius and diameter

V. PROBLEM SOLVING

A. Reading and Interpreting Data from Charts, Graphs, Tables, and Maps

1. Reading data from line graphs
2. Reading data from bar graphs
3. Reading data from circle graphs
4. Reading data from tables or charts
5. Interpretation of data from line graphs
6. Interpretation of data from bar graphs
7. Interpretation of data from circle graphs
8. Interpretation of data from tables or charts
9. Reading maps: location of places

B. Consumer Problems

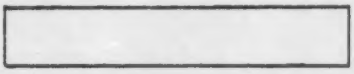
1. Simple interest
2. Sales tax
3. Discount

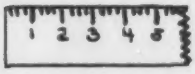
C. Applications Involving Basic Operations

1. Average (arithmetic mean) (e.g., bowling or test scores)
2. Ratio-proportion (e.g., If three bags of grass seed are required to seed an area of 4,000 square feet, how many bags will be required for a lawn of 32,000 square feet? (a) 8 (b) 11 (c) 12 (d) 24)
3. Simple application of basic operations or arithmetic (addition, subtraction, multiplication and division) involving one operation
4. Simple application of basic operations of arithmetic (addition subtraction, multiplication and division) involving more than one operation

D. Estimation and Approximation

1. Reading maps: estimation of mileage
2. Estimation (e.g., The cost for a meal per person is $5.88 Which of the following is the best approximation of the cost for 23 people? (a) 6 x 20 (b) 5 x 20 (c) 5 x 30)
3. Approximation (e.g, Approximate the length of the piece of wood)





MATHEMATICS SPECIFICATIONS

New Jersey 11th Grade Minimum Basic Skills

I. COMPUTATION

A. Addition of Whole Numbers

1. Addition of whole numbers, multiple places, horizontal format without carrying
2. Addition of whole numbers, multiple places, vertical format without carrying
3. Addition of whole numbers, multiple places, horizontal format with carrying
4. Addition of whole numbers, multiple places, vertical format with carrying

B. Subtraction of Whole Numbers

1. Subtraction of whole numbers, multiple places, horizontal format without borrowing
2. Subtraction of whole numbers, multiple places, vertical format without borrowing
3. Subtraction of whole numbers, multiple places, horizontal format with borrowing
4. Subtraction of whole numbers, multiple places, vertical format with borrowing
5. Subtraction of whole numbers with two or more consecutive zeros in the minuend (e.g., 6008 - 431)

C. Multiplication of Whole Numbers

1. Multiplication of two and three-digit whole numbers
2. Multiplication with zero as a placeholder (e.g., 203 x 47)
3. Multiplication with zero as multiples of ten (e.g., 47 x 1000)

D. Division of Whole Numbers

1. Division: one-digit divisor without remainder
2. Division: two-digit divisor without remainder
3. Division: one-digit divisor with remainder
4. Division: two-digit divisor with remainder

E. Addition and Subtraction of Fractions

1. Addition and subtraction of like fractions (with same denominators) in vertical format
2. Addition and subtraction of unlike fractions (without same denominator) in vertical format

3. Addition and subtraction of mixed fractions with like denominators in vertical format without regrouping
4. Addition and subtraction of mixed fractions with like denominators in vertical format with regrouping
5. Addition and subtraction of mixed fractions with unlike denominators in vertical format without regrouping
6. Addition and subtraction of mixed fractions with unlike denominators in vertical format with regrouping

F. Multiplication and Division of Fractions

1. Multiplication of a whole number by a proper fraction
2. Division of a whole number by a proper fraction
3. Multiplication of a whole number by a mixed number
4. Multiplication of a proper fraction by a proper fraction
5. Division of a proper fraction by a proper fraction

G. Addition and Subtraction of Decimals

1. Addition of decimals in vertical format
2. Addition of decimals in horizontal format
3. Subtraction of decimals in horizontal format

H. Multiplication of Decimals

1. Multiplication of decimals
2. Multiplication with zero as a placeholder (e.g., 0.06 x 0.7)
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3. Relative size (comparing) of simple fractions (e.g., $\frac{1}{2}$ is more than $\frac{1}{3}$)

B. Changing Fractions, Decimals, and Percent to Equivalent Forms

1. Changing from a mixed number to an improper fraction or from an improper fraction to a mixed number

(e.g., $2\frac{1}{4} = \frac{9}{4}$ or $\frac{11}{2} = 5\frac{1}{2}$)

2. Changing fractions to decimals
3. Changing decimals to fractions
4. Changing percent to a decimal
5. Changing a decimal to percent

C. Rounding of Numbers

1. Rounding of decimals greater than one
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D. Properties of Numbers

1. Properties of numbers: odd and even
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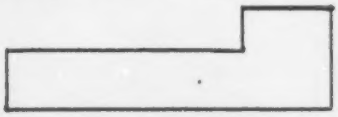
A. Geometric Concepts

1. Concept of perimeter (given an example of an irregular figure)



2. Concept of a right angle
3. Geometric relations: parallel lines
4. Geometric relations: perpendicular lines

B. Recognition of Parts of a Circle

1. Circles: identification of parts of a circle: center
2. Circles: identification of parts of a circle: radius
3. Circles: identification of parts of a circle: diameter
4. Circles: relationship between radius and diameter

V. PROBLEM SOLVING

A. Reading Data From Charts, Graphs, Tables and Maps

1. Reading data from line graphs
2. Reading data from bar graphs
3. Reading data from circle graphs
4. Reading data from tables or charts
5. Reading maps: location of places

B. Interpreting Data From Charts, Graphs, Tables and Maps

1. Interpretation of data from line graphs
2. Interpretation of data from bar graphs
3. Interpretation of data from circle graphs
4. Interpretation of data from tables or charts

C. Consumer Problems

1. Simple interest
2. Sales tax
3. Discount
4. Credit charges
5. Checking accounts: writing checks
6. Checking accounts: completing the check stub

D. Applications Involving Basic Operations

1. Average (arithmetic mean) (e.g., bowling or test scores)
2. Ratio-proportion (e.g., If three bags of grass seed are required to seed an area of 4,000 square feet, how many bags will be required for a lawn of 32,000 square feet? (a) 8 (b) 11 (c) 12 (d) 24)
3. Simple application of basic operations of arithmetic (addition, subtraction, multiplication, and division) involving one operation
4. Simple application of basic operations of arithmetic (addition, subtraction, multiplication, and division) involving more than one operation

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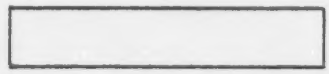
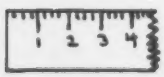
1. Reading maps: estimation of mileage
2. Estimation (e.g., the cost for a meal per person is $5.88 Which of the following is the best approximation of the cost for 23 people? (a) 6 x 20 (b) 5 x 20 (c) 5 x 30)
3. Approximation, e.g., approximate the length of the piece of wood:





APPENDIX F

Managing the Minimum Basic Skills Testing Program

Managing a program of this size requires the coordination and cooperation of many people. Developing new tests each year and testing approximately 400,000 students in 600 separate districts creates tremendous logistical problems which could not be managed without the assistance of our various committees and the use of a management network.

This network starts with the Office of State Educational Assessment (OSEA). The Office of State Educational Assessment, and particularly the Manager of the State Testing Program, works directly with the test contractor on a daily basis. This daily contact deals with all aspects of the test development, printing, distribution, scoring, reporting, etc. Contact with the 600 local school districts follows two avenues: one, periodic, direct mailings to chief school administrators and district test coordinators; two, through the Department's 21 county offices and the county test coordinators to the local districts.

The county test coordinators (CTC) (see page six) meet periodically with the district test coordinators to keep them informed of the activities and plans emanating from the Office of State Educational Assessment. District test coordinators are the staff identified in each district responsible for the Minimum Basic Skills testing. They are most needed

during the testing and interpretation period.

Prior to the test period, the Office of State Educational Assessment, with assistance from the test contractor and the county test coordinators, conducts a series of workshops around the state to train the district test coordinators in the test administration procedures.

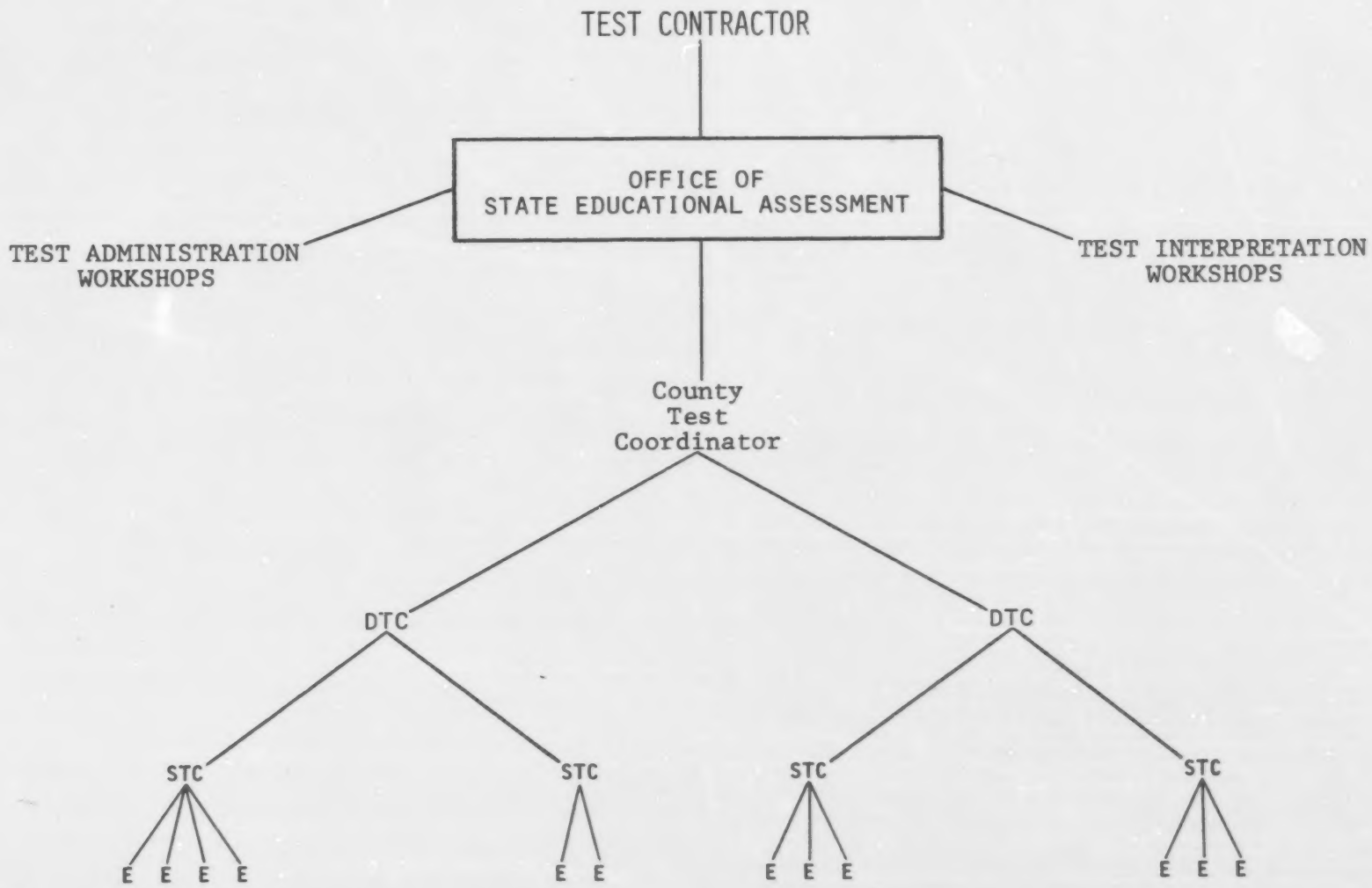
The district test coordinators (DTC) then return to their districts and train the individuals identified to coordinate the testing in their schools; these people are the school test coordinators.

The school test coordinators (STC) are responsible for training the test examiners, those members of the staff who actually administer the test to the students.

During the period of interpreting the test results, the county test coordinators, after training, conduct training workshops for the district test coordinators within their respective districts. On the next page is a diagram of the entire management network.

DTC - District Test Coordinator
STC - School Test Coordinator
E - Test Examiners

MANAGEMENT NETWORK
NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM



APPENDIX G

Educational Assessment Program
Annual Time/Event Calendar

This timeline represents the major activities related to the Minimum Basic Skills testing program, at both the state and local level.

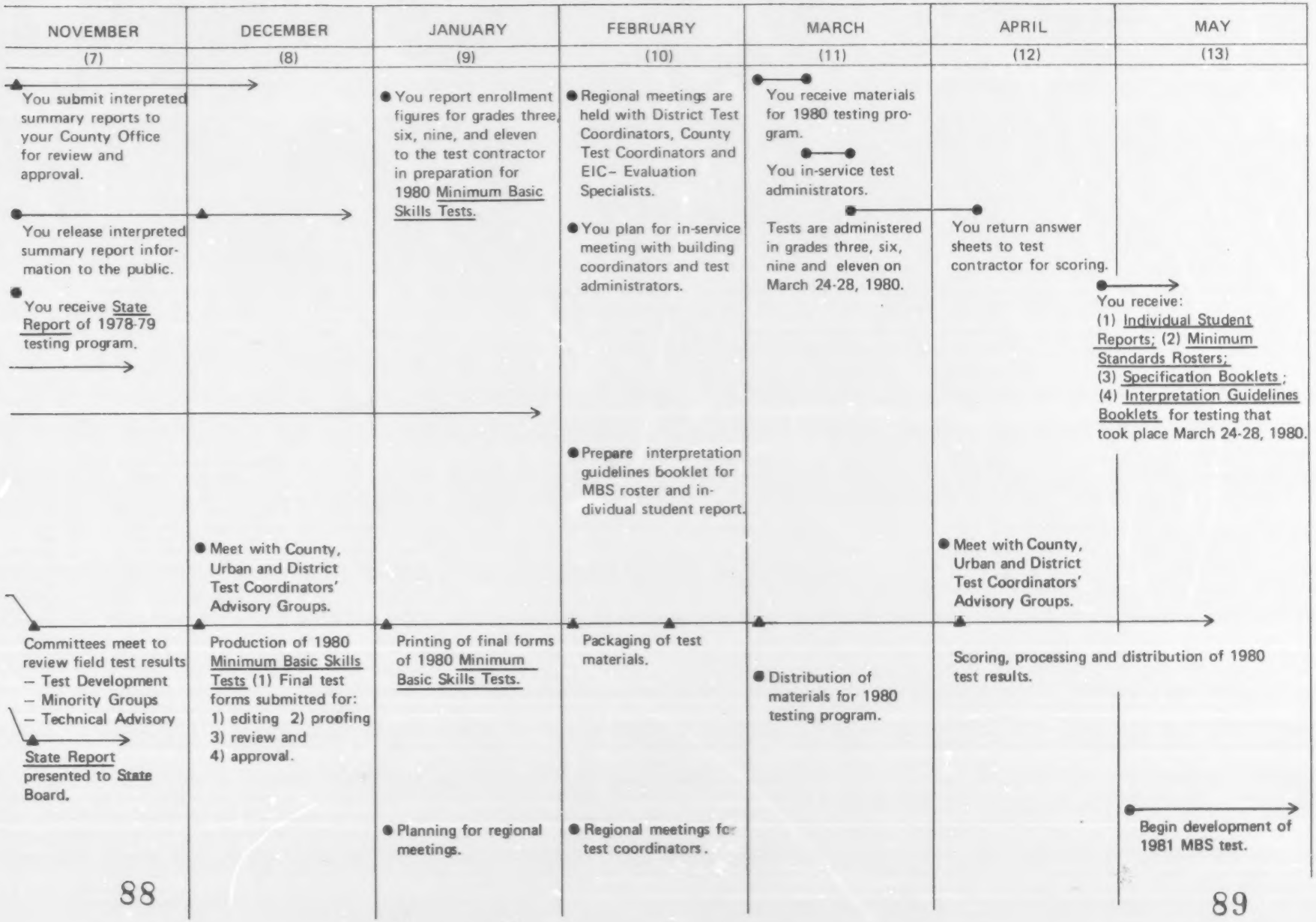
As can be seen from the chart, each year's test is under development while the previous year's tests are being analyzed and interpreted. Review of the timeline can prove helpful as districts plan their annual calendars.

Although the dates refer to the 1979-80 testing cycle, it is applicable for each year's testing program.

APPENDIX G

Each year the sequence of events will be repeated, only the dates are changed

	APRIL/MAY (1)	JUNE (2)	JULY (3)	AUGUST (4)	SEPTEMBER (5)	OCTOBER (6)
THIS TAKES PLACE IN YOUR DISTRICT	You receive: (1) Individual Student Reports; (2) Minimum Standards Rosters; (3) Test Item and Specification Booklets; and (4) Interpretation Guidelines Booklets for the testing that took place March 27-29, 1979.	You examine test results to determine students in need of remediation.			You receive and interpret class, school and building summary reports using second guidelines booklet received with reports. ● You (optionally) administer previous versions of the Minimum Basic Skills Tests as "pretest" to students in grades three, six, nine and eleven.	
THIS TAKES PLACE IN TRENTON	Scoring, interpretation, and evaluation begins of 1979 State Testing Program. ●Prepare interpretation guidelines booklet for summary reports. Selection of Test Development Committees ●Contract for 1980 test awarded.	●County Test Coordinators meeting. ●Urban and District Test Coordinators' Advisory Groups meet. Committees meet to develop 1980 tests – Subject Matter – Minority Groups – Advisory Council Test contractor develops items for 1980 tests.	Minimum standards results reported to State Board of Education. Processing of special reports begins. Processing of summary reports begins. State interpretation committees meet to interpret 1978-79 test results.	Program improvement network development. Training of Administrators for 1980 field test.	Distribution of special reports. Distribution of summary reports. Field testing of 1980 Minimum Basic Skills Tests. Writing of State Report. ● County Test Coordinators conduct interpretation workshops.	Review and approval of district reports. ● Meet with County, Urban and District Test Coordinators' Advisory Groups. Analysis of field test results. Submit State Report for review, approval and printing.


NOVEMBER
(7)
DECEMBER
(8)
JANUARY
(9)
FEBRUARY
(10)
MARCH
(11)
APRIL
(12)
MAY
(13)
You submit interpreted summary reports to your County Office for review and approval.
You release interpreted summary report information to the public.
You receive State Report of 1978-79 testing program.
You report enrollment figures for grades three, six, nine, and eleven to the test contractor in preparation for 1980 Minimum Basic Skills Tests.
Regional meetings are held with District Test Coordinators, County Test Coordinators and EIC- Evaluation Specialists.
You plan for in-service meeting with building coordinators and test administrators.
Prepare interpretation guidelines booklet for MBS roster and individual student report.
You receive materials for 1980 testing program.
You in-service test administrators.
Tests are administered in grades three, six, nine and eleven on March 24-28, 1980.
You return answer sheets to test contractor for scoring.
You receive: (1) Individual Student Reports; (2) Minimum Standards Rosters; (3) Specification Booklets; (4) Interpretation Guidelines Booklets for testing that took place March 24-28, 1980.
Meet with County, Urban and District Test Coordinators' Advisory Groups.
Meet with County, Urban and District Test Coordinators' Advisory Groups.
Committees meet to review field test results
– Test Development
– Minority Groups
– Technical Advisory
State Report presented to State Board.
Production of 1980 Minimum Basic Skills Tests (1) Final test forms submitted for: 1) editing 2) proofing 3) review and 4) approval.
Printing of final forms of 1980 Minimum Basic Skills Tests.
Packaging of test materials.
Distribution of materials for 1980 testing program.
Scoring, processing and distribution of 1980 test results.
Planning for regional meetings.
Regional meetings for test coordinators.
Begin development of 1981 MBS test.

APPENDIX H

COMMUNITY TYPES AND DISTRICT FACTOR GROUPING

I. Definitions

A. Community Types

1 - Urban Center (UC) - densely populated with extensive development.

2 - Urban-Suburban (US) - near an urban center but not as highly developed, with larger residential areas.

4 - Suburban (S) - predominantly single-family residential within a short distance of an urban area.

5 - Suburban-Rural (SR) - rapidly developing area, but still large tracts of open land available for development.

6 - Rural (R) - scattered small communities and isolated single-family dwellings.

7 - Rural Center (RC) - high density core area with surrounding rural municipalities.

8 - Rural Center Rural (RCR) - small developed core area surrounded by rural areas.

9 - Vocational (V) - primary emphasis on vocational training under a separate educational jurisdiction.

0 - Regional District (R) - an educational jurisdiction established to service several surrounding communities.

B. District Factor Groupings

Data from the 1970 United States Census Survey were used to develop the District Factor Groupings (DFG) for the Phase II interpretations. These groupings replace the four geographical quadrants which were used in reporting the results for 1972 and 1973.

To obtain a measure of the socioeconomic background of the school districts in New Jersey, a factor analysis was performed on a series of 1970 census variables known to contribute to a district's socioeconomic background status.

Factor analysis is a statistical method by which the pattern of relationships between a set of variables may be analyzed to determine a small number of independent, underlying dimensions (or factors) to account for the observed relationships among a set of variables.

The type of factor analysis used for this study was an iterative principle component analysis with a varimax rotation.

There were eight variables, which measure the many facets of socioeconomic status, used in the factor analysis. The following variables were used to determine a district's socioeconomic status:

1. Education - The education level of males and females 25 years and older.

   A. number school years completed (including nursery and kindergarten) (1)

   B. 1-4 years elementary (2)

   C. 5-6 years elementary (3)

   D. 7 years elementary (4)

   E. 8 years elementary (5)

   F. 1-3 years high school (6)

   G. 4 years high school (7)

   H. 1-3 years college (8)

   I. 4 years college (9)

   J. 5 or more years college (10)

2. Occupation - The National Opinion Research Center (NORC) in 1947 undertook a study to determine the prestige with which occupations were viewed. In 1961, A.J. Reiss (Occupation and Social Status; Free Press. 1961) up-dated the NORC work. The major occupations were determined by averaging the prestige rankings of the occupations comprising each category. The categories (ranked from high to low) were as follows:

   A. Old and New Professionals (11)

   B. Managers, Officials, and Proprietors (10)

   C. Quasi-professionals (9)

   D. Craftsman, Foreman, and Kindred Workers (8)

   E. Clerical and Kindred Workers (7)

   F. Sales Workers (6)

   G. Protective Services Workers (5)

   H. Operatives and Kindred Workers (4)

   I. Farm Workers (3)

   J. Service Workers (except private and protective) (2)

   K. Laborers (1)

3. Mobility - Percent of persons living in the same housing unit for at least the past ten years.

4. Density - Number of people per housing unit.

5. Urbanization - Percent urban population of the district.

6. Income - Average family income.

7. Unemployment - Percent of experienced unemployed males and females sixteen years and older.

8. Poverty - Percent of families below the poverty level.

The factor analysis determined two significant factors or dimensions of the ten variables. Based on the interpretation of the significant factors, the first factor was determined to be a factor measuring socioeconomic status.

Based on the socioeconomic factor, a factor score was generated for each of the school districts included in the analysis. The districts were then ranked according to their factor score and cut-points were established to divide the districts into ten District Factor Groups. The cut-points were determined so that all District Factor Groups would be comprised of approximately the same number of school districts.

The ten District Factor Groups were labeled from "A" to "J" with "J" containing those districts with the highest factor scores.

No school district census information was available for school districts with a student enrollment of less than 300; therefore, these school districts were excluded from the analysis. These school districts were placed in a District Factor Group called "Z". Vocational-Technical schools were placed in a separate category called "V".

The relative importance of the eight variables in the composition of the factor is:

Educational Background of the District	27.82%
Occupational Background of the District	24.17
Per Capita Income of the District	19.26
Percent Poverty Level	13.32
Unemployment Rate	10.38
Population Density	4.19
Degree of Urbanization	0.83
Population Mobility	0.03

APPENDIX I

Glossary

1. CLUSTERS - Clusters are groups of items which measure similar skills (e.g., word recognition cluster includes items which measure syllabication, root words, contractions, etc.)

2. COMMUNITY TYPE (CT) - There are ten identified community types such as: urban, suburban, rural, etc.

3. DIRECTORY OF TEST SPECIFICATIONS AND ITEMS - Four booklets, one for each grade tested, containing specifications and items for each test.

4. DISTRICT FACTOR GROUPING (DFG) - Data were gathered from the 1970 United States Census to obtain a measure of a district's socioeconomic status. These groups are labelled from A (lowest) to J (highest), V (Vocational), and Z (other).

5. EQUATED CLUSTER AVERAGE - The percent of students, on the average, correctly responding to each item in the cluster.

6. GUIDELINES BOOKLETS - Two booklets which are designed to provide information and suggestions for the interpretation and utilization of Minimum Basic Skills Test results. The first guidelines booklet is sent to schools in the spring. The second guidelines booklet is sent to the schools in the fall with the Minimum Basic Skills Summary Reports.

7. INDIVIDUAL STUDENT REPORT (ISR) - Two copies are returned in the spring for each student tested. Included on the report are:

    a. Student's response for each item on test
    b. The skills measured by each test item
    c. Total Minimum Basic Skills Score in both reading and mathematics
    d. Percent correct on each test
    e. Instructions to parents on how to read report

8. ITEMS - Questions to measure each test specification. New items are written each year, but the specifications remain the same.

9. LIMITED ENGLISH-SPEAKING (LE) - Code used for students who are identified as having limited English-speaking ability.

10. MINIMUM BASIC SKILLS SCORE - A score ranging from 0-100. The Minimum Basic Skills Score was developed to allow for

comparisons between previous years' Minimum Basic Skills Test and this year's Minimum Basic Skills Test.

11. MINIMUM BASIC SKILLS STATE REPORT - Interpretation of item performance of students throughout the state.

12. MINIMUM BASIC SKILLS (MBS) TEST - Measures skills which were identified by educators, parents, students and other citizens in New Jersey as the minimum reading and mathematics skills which should be mastered by students by the end of grades three, six, nine and eleven.

13. PHASE I INTERPRETATION - Interpretation of item performance by students on class, building and district summary reports.

14. PHASE II INTERPRETATION - Interpretation of item performance by students on district summary report compared to reference groups (District Factor Group, Community Type, County, State Scores).

15. SPECIAL EDUCATION (SE) - Code used for students classified as handicapped.

16. SPECIFICATIONS - Reading and mathematics objectives which should be mastered by students at the end of grades three, six, nine and eleven. The objectives were identified by a large cross-section of educators and non-educators in New Jersey. (Example of specification: given a simple sentence with the stimulus word underlined, the student will be able to identify the synonym of the word underlined when given four word choices visually presented.)

17. STATEWIDE STANDARD - Scores identified as minimum standards to be achieved by students to pass the test. The standards are a Minimum Basic Skills Score of 75 for reading and a Minimum Basic Skills Score of 65 for mathematics.

18. STUDENT ROSTER - Two rosters are returned to each school in the spring, one for reading and one for mathematics. Included on this report are:

    a. Names of all students tested in descending order of performance
    b. Each student's Minimum Basic Skills Total Score
    c. Score indices which represent a range of performance for each skill cluster on the test
    d. Total number of students tested, excluding students whose answer sheets were voided and students coded Special Education (SE) and Limited English-Speaking (LE)
    e. Total number and percent of students tested who met the statewide minimum standard
    f. Number of answer sheets voided
    g. Number of students coded SE
    h. Number of students coded LE

19. SUMMARY REPORTS - Three different types of summary reports are returned in the fall. They are:

    a. District Report - Lists percent of students correctly answering each item by subject and grade level across the entire district. Also lists performance on each item for all students tested in the state, the district's county, comparable types of communities, and in districts with comparable socioeconomic indicators (DFG).

    b. Building Report - Same information as on District Report with the addition of percent of students correctly answering each item from that building.

    c. Class Report - Same information as on Building Report with the addition of percent of students correctly answering each item from each class in each building.

20. VALIDATION - A process which uses other tests, teacher evaluation, student performance and parent conferences to confirm or "validate" Minimum Basic Skills Test results (New Jersey Administrative Code 6:8-3.4). Minimum Basic Skills Test results should not be used as the sole indicator of student proficiency in the basic skills.